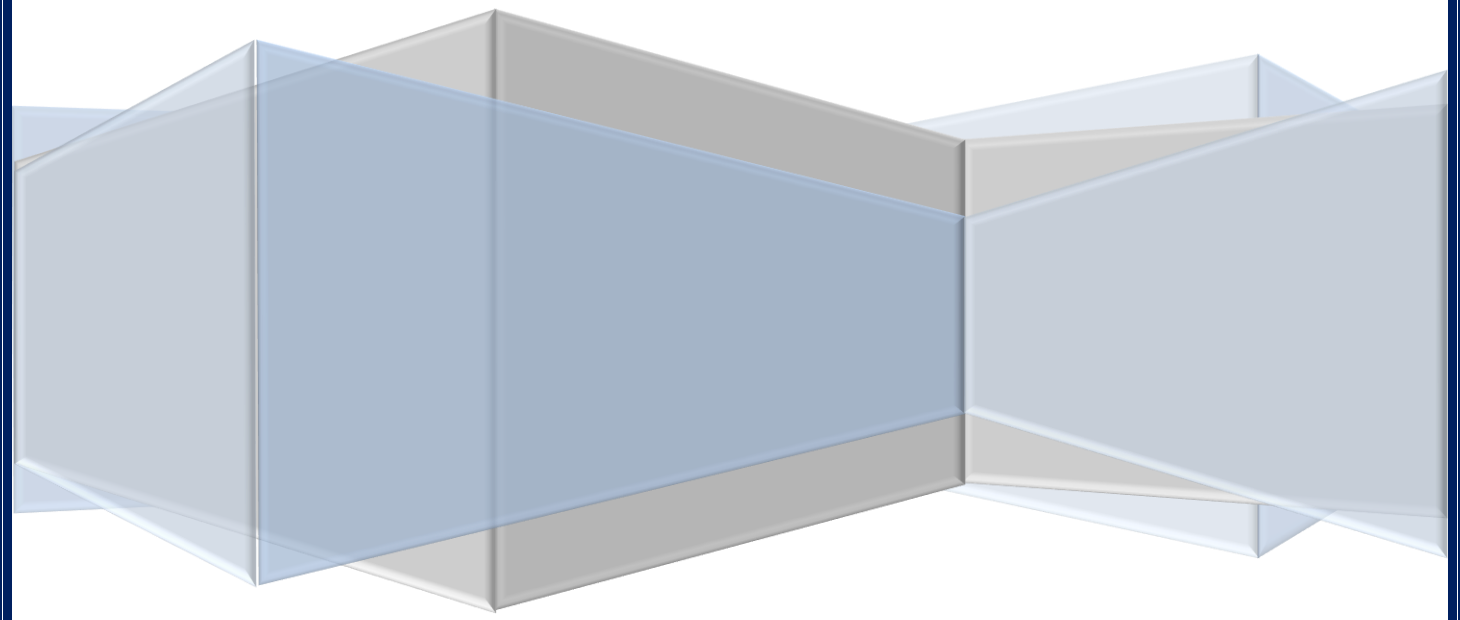
Safeguarding and Child Protection Policy



September 2025 – August 2026

Review date: September 2025

Author	Joanne Thirkill following amendments made by: Alison Thomason, Designated Safeguarding Lead, Urmston Grammar School Jake Ashall, Training Coordinator, Trafford Strategic Safeguarding Partnership Polly Goodson, Headteacher, St Anne's CE Primary School
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Version Control

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Version	Date	Summary of changes	Approved by
1	20/07/2018	• Complete template policy.	Jake Ashall
2	26/07/2019	• Additions in key information section. • Clarity in Private Fostering section. • Additional paragraph re Early Help. • Addition in Learning and Development.	Jake Ashall
3	12/09/2019	• Addition of new Level of Need. • Addition of section relating to sexual violence and sexual harassment. • Alteration to section on DSL coordination of meeting attendance.	Jake Ashall

Version	Date	Summary of changes	Approved by
4	30/03/2020	• Addition of appendix in relation to COVID-19 interim measures.	Jake Ashall
5	01/07/2020	• References of KCSIE 2019 changed to KCSIE 2020. • All mentions of MARAT replaced with Trafford Children's First Response. • Added paragraph relating to Covid 19 and references the addendum to this policy. • Reference added in respect of Relationship Education for Primary and Sex and Relationship Education for Secondary. • Amendment to paragraph explaining Operation Encompass. • Additional bullet point in relation to the criteria for an allegation. • Update to Operation Encompass Flowchart. • Amendment to First Response email. • Amendment to TSSP email. • Amendment to appendix in relation to COVID-19 measures in light of settings returning more students.	Jake Ashall
6	21/10/2020	• Addition of chapter on managing access to school premises. • Addition of paragraph in 'managing allegations' section to provide clarity on allegations relating to supply staff.	Jake Ashall
7	17/08/2021	• Addition of numerical bullet points to improve the flow of this document. • 1.1 - Addition to foreword – inclusion of proprietor (independent schools) and example foreword • 2.i - Update of legislation – KCSiE September 2021 • 2.2.iv – Addition of Trafford's Multi-agency Safeguarding Arrangements • 2.3.i – Peer on Peer abuse policy to replace Anti-bullying policy (schools to revise policy in light of KCSiE: Part 5) • 2.3.vii – Addition of Managing allegations policy • 2.3.viii – Addition of Information sharing/management policy • 3.1 – Contact information for Designated Teacher and Senior Mental Health Lead • 3.13 – Additional information added • 3.14 – New paragraph added. • 4.5 – Additional safeguarding topics added • 4 – Removal of paragraph on CSE. • 4.9 – Addition of footnote on mandatory duty. • 4.12 – Additional information added. • 4.13 - Additional information added. • 4.14 – New paragraph added. • 5.1 – Additional information added. • 5.2.viii – Addition of The role of the designated safeguarding lead • 5.2.ix – Addition of Trafford's Early Help process • 5.4.iii – Addition of TSSP Bulletin	Policies and Procedures

Version	Date	Summary of changes	Approved by
		• 5.7- 5.10 – New paragraphs added. • 6.1 – New checks added (delete as appropriate) • 6.5 - Additional information added. • 7.1 - New paragraph added. • 7.7 - Additional information added • 7.12-7.14 – New Paragraphs added • 9 – New terms added. • Appendix 4 – New contact details added • Appendix 10-11 - New Paragraphs added • Removal of Covid-19 paragraph	
8	25/11/2021	• Appendix 9 – Addition to Glossary Child Abuse Linked to Faith or Belief – National FGM Centre	Policies and Procedures December 2021

9	17/08/2022	• 1.1 – foreword to include colleges (post 16 education as set out Education and Training (Welfare of Children) Act 2021)
		• 2.1 – included college and school
		  ○ 'school' means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units.
		  ○ 'college' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector2 and providers of post 16 Education as set out)
		• 2.i – Updated with September 2022 guidance date, includes update on who the guidance is read and followed by.
		• 3. Amended to "governing bodies and proprietors"
		• 3.1 – Include DSL to be senior member of staff, from the school or college leadership team
		• 3.ii – Amended to "behaviour policy" and included terminology and link to guidance on behaviour in school
		• 3.iii – including low level concerns
		• 3.v – Updated guidance in KCSiE which includes new section covering online safety, remote learning, filters and monitoring, information security, cyber crime, reviewing online safety provision and information and support
		• 3.3 - New paragraph making clear that students should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
		• 3.11 – added resource on the NPCC – when to call the police.	

Version	Date	Summary of changes	Approved by
		• 3.12 - New paragraph which highlights the importance of social care assessments considering children being harmed outside the home on contextual safeguarding • 3.14 - Record keeping – additional information added which makes clear what records should include • 3.16-18 – Additional information added which makes clear about powers to hold and use information when promoting children's welfare • 4.5 – Updated to include child sexual abuse • 4.13 - New resource/footnote added on a one stop shop for teachers which includes teacher training modules on RSHE • 4.14 – New information included on Part 5 in KCSiE • 4.15 – Updated to reflect the new UKCIS guidance on the sharing of nude and semi-nude images which has replaced their sexting advice • 4. 26-27 –Mental health - additional information on resources. • 4. 28 - Serious Violence - additional information and guidance added. • 4. 29 - New paragraph to reflect elective home education • 5.1 – Additional information including the importance of training for staff and the requirement to ensure children are taught about safeguarding, including online safety • 5.2.ii – KCSIE 2022 Added new paragraph to explain that there is a condensed Part one of this guidance at Annex A. To give governing bodies and proprietors the freedom to choose the condensed Part one where they think it will be appropriate for those staff not working directly with children- this is reflected within the template. • 6.5 - Added information about the use of birth certificates (where available) to check an individual's identity • 6.6 – Reference to KCSIE - Explanation about when separate barred list checks must be carried out. • 6.8 - Clarification about overseas checks and what further checks could include. • 7. 15-16 - inclusion of information of allegations/concerns that do not meet the threshold i.e. low level concerns, which should be included in staff behaviour/ code of conduct • 9.1 - New paragraphs that cover the use of school/college premises for non school/college activities.	
10	01/09/25	**Part one** Safeguarding information for all staff (no changes made) **Part two** The management of safeguarding • Added a note to say that revised guidance on Relationships, Sex, and Health Education was published July 2025 for introduction September 2026	Policies and Procedures

Version	Date	Summary of changes	Approved by
		• Updated to clarify misinformation, disinformation and conspiracy theories are safeguarding harms. Para 136 Removed hyphen from antisemitism • Link added to the plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them. • Link added to DfE guidance on the use of generative AI in education (2025) at end of filtering and monitoring (FM) section to support schools and colleges. • Wording amended in the cybersecurity standards for schools and colleges advice to clarify that it was developed to help schools improve their cyber resilience. • Information added to clarify that it was developed to help schools improve its cyber resilience. • Updated to clarify 'working together to safeguard attendance' 'is now 'statutory' guidance. • Updated to remove references to funding grant support for SMHLs training as this programme has ended • Clarify that the role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care. • Removal of 'spectrum' and 'disorder' to align with the SEND code of practice. **Part three** Safer recruitment • Reference to TRA's Employer Access Service removed and replaced with new link to GOV.UK page. • References to TRA's Employer Access Service removed and replaced with new link to GOV.UK page. • Reference to Employer Secure Access removed and replaced with link to GOV.UK for S128 checks. **Part four** Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors • Amended to correct the title of the Information Commissioner's employment practice guidance. **Part five** Child-on-child sexual violence and sexual harassment • Link added to the Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours. **Annexes A, B, C, D and E** **Annex B**	

Version	Date	Summary of changes	Approved by
		• Updated the definition of extremism on page 157 to reflect the definition used within the Prevent guidance • Link added to the CSA Centre's Supporting practice in tackling child sexual abuse. • Link added to the Preventing Child Sexual Exploitation | The Children's Society. • Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with CEOP Education)	

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1. Foreword by Joanne Thirkill- Headteacher

1. This policy has been developed to ensure that all adults in Wellfield Infant and Nursery School Primary School are working together to safeguard and promote the welfare of children and young people. We are committed to safeguarding and the welfare of our pupils, parents, governors and staff is our highest priority. We have developed a 'culture of vigilance' to ensure that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced. *For the purposes of this policy children includes everyone under the age of 18."*

2. Purpose and principles

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Wellfield Infant and Nursery School Primary School, (hereinafter referred to as 'the school') have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.
2. This policy:

i. has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance, which has been read and is followed by:

1. governing bodies of maintained schools; and
2. senior leadership teams.

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

iii. is publically available on the schools website, and a printed copy can be made available via the school office.

iv. Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

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

i. Child on Child Abuse Policy

ii. Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)[1]

iii. Staff Behaviour Policy or Code of Conduct[2] - including low level concerns

iv. IT/Online Safety Policy – updated guidance paragraphs 123-134 KCSiE 2025.

v. Whistle blowing Policy

vi. Children missing from Education Policy

vii. Managing Allegations Policy

viii. Information Sharing/Management Policy

[1] Behaviour in schools - GOV.UK (www.gov.uk)

[2] When drafting the staff behaviour policy, schools and colleges should bear in mind the offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

3. Key information

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

Name	Role
Donna Lamey & Sue Maitland	**Joint Chair of Governing Body** Contact Telephone c/o school office: 0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk
Tracy London	**Nominated Governor for Safeguarding** Contact Telephone c/o school office: 0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk
Joanne Thirkill	**Headteacher & Designated Safeguarding Lead (DSL)** Contact Telephone c/o school office: 0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk
Kate Douglas	**Acting Deputy Headteacher, Deputy Designated Safeguarding Lead (DDSL)** Contact Telephone c/o school office :0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk
Michelle Tucker	**Deputy Designated Safeguarding Lead (DDSL) SENDCO and Senior Mental Health Lead** Contact Telephone c/o school office: 0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk
Karen Harrison	**Deputy Designated Safeguarding Lead (DDSL)** Contact Telephone c/o school office: 0161 962 1828 Contact Email: wellfieldinf.admin@trafford.gov.uk

2. All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.
3. All staff should be able to reassure students that they are being taken seriously and that they will be supported and kept safe. A student should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a student ever be made to feel ashamed for making a report.
4. The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.
5. The Designated Safeguarding Lead co-ordinates the schools representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their schools contribution and commitment to any plans, team around the family and core groups or other assessment. These meeting include:

i. Team around the Family Meetings (Early Help)
ii. Social Care Strategy Meetings

iii. Child in Need Meetings
iv. Initial Child Protection Conferences
v. Review Child Protection Conferences

6. The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).
7. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).
8. If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network of Senior Leaders, including the school SENDCO/ Wellbeing Lead,and document the Early Help provided on our own internal systems such as CPOMS (Child Protection Online Monitoring System). This is just for cases that are at Level 2 of the Level of Need[3].
9. When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment[4] to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.
10. Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time. In Wellfield Infant and Nursery School we have 4 members of senior staff trained at level 4 (DSL).
11. If a child is in immediate danger, contact will be made with the police via 999. The NPCC - When to call the police assists the designated safeguarding leads to understand when they should consider calling the police and what to expect when they do.
12. If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, including children being harmed in contexts outside the home, a referral will be made to Trafford Children's First Response[5] via the online referral form.
13. Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.
14. All verbal conversations that take place regarding safeguarding concerns, discussion and decisions made will promptly be recorded in writing on CPOMS.

Records include:

i. a clear and comprehensive summary of the concern;
ii. details of how the concern was followed up and resolved;
iii. a note of any action taken, decisions reached and the outcome.

[3] The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - Level of Need document
[4] Trafford's Early Help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.
[5] Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.

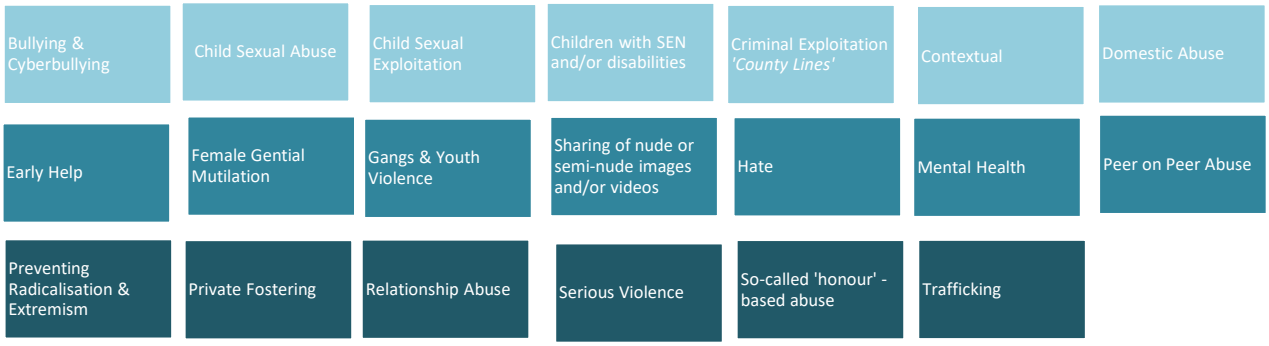
15. Where there is a safeguarding concern, the school ensures the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
16. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting our children's welfare, including their educational outcomes. The school have clear powers to share, hold and use information for these purposes. This includes arrangements that set out clearly the processes and principles for sharing information within the school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.
17. Our school is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of our children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.
18. The school is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

4. Creating a Safeguarding Culture

1. It is important to us at the school that all children feel safe and supported in our setting.
2. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.
3. All staff are aware of the categories of abuse, which are:



4. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3.
5. Staff are also made aware of other key safeguarding topics that, these are:



6. The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.
7. Additional to the above, the school recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.
8. Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or

frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.

9. Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - NSPCC website. The school recognises and adheres to its mandatory duty[6] to report any suspected or known cases of FGM about a female under 18 years old to the police.
10. If a member of staff becomes aware of a private fostering arrangement they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.
11. All cases of known or suspected 'Honour-based' Abuse will be reported via the schools normal channels and the appropriate professional advice sought and external referrals completed.
12. All staff recognise that children are capable of abusing their peers (including online). Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Peer on Peer abuse policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.
13. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. into our curriculum time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2021 we have included Relationship Education in the school timetable, in line with DfE guidance and the national curriculum.
14. When incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected. The designated safeguarding lead will respond in accordance with Part five of KCSiE: child on child sexual violence and sexual harassment guidance and the departmental advice[7].
15. The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to image/video sharing. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.
16. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.
17. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and confidentially. Any information, conversations or concerns from disclosures are recorded on CPOMS.
18. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners

[6] Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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

providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.

19. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
20. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
21. Instances of children who are missing from education are dealt with under the school's children missing from education policy, which sets out the school's approach to tackling this issue, and the steps school will take when a child has poor attendance and/or is regularly missing.
22. To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.
23. The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:

i. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified

ii. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

24. The school understands that children with needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.
25. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
26. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education[8]
27. All staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. Advice for the school is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.[9]
28. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, KCSiE recommends that the LA in which the child resides, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

[8] Mental health and behaviour in schools - GOV.UK (www.gov.uk)
[9] Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

5. Staff learning and development

1. Learning about safeguarding and child protection (including online safety) is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site, and the requirement to ensure children are taught about safeguarding, including online safety.
2. Staff working at our school maintain an attitude of '**it could happen here'** where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.
3. All new staff to the school have a comprehensive induction, this includes reading and understanding:

i. Information sharing: advice for practitioners who are providing safeguarding services
ii. Part one (or Annex A if appropriate) of 'Keeping children safe in education 2024'
iii. School Behaviour Policy
iv. School Policy for Children Missing from Education
v. Staff Code of Conduct
vi. This Safeguarding & Child Protection Policy
vii. 'What to do if you're worried a child is being abused' guidance
viii. The role of the designated safeguarding lead
ix. Trafford's Early Help process

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

i. Designated Safeguarding Lead
ii. Mental Health Champion
iii. Domestic Abuse Champion etc.
iv. Designated Teacher for Looked After Children

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

i. TSSP Termly Safeguarding in Education Bulletins
ii. TSSP Multi-Agency Learning and Development Programme
iii. TSSP Bulletin including monthly and quarterly learning updates
iv. TSSP youtube and soundcloud
v. Leaflets
vi. Mentoring
vii. Online learning
viii. Posters in the staff room detailing referral processes and key topics
ix. Shadowing
x. Staff handbook
xi. Staff induction pack
xii. Standing agenda item staff meetings
xiii. In-house training
xiv. Video
xv. Workbooks
xvi. NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors

6. All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the

induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

7. Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.
8. All staff should know what to do if a child tells them he/she/they are being abused, exploited or neglected including peer on peer abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
9. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
10. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
11. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
12. All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.
13. As and when required, other external agencies may be consulted to assist with staff learning and development.

6. Safer Recruitment

1. Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	(independent schools, including academies and free schools – management position) Section 128 direction check
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)

2. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Best practice is checking the name on their birth certificate, where this is available.
3. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
4. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
5. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
6. More information can be found in Appendix 2 relating to when a barred list check would be carried out and paragraph 229 in KCSiE.
7. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.
8. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in the school). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

7. Managing allegations against professionals who work with children

1. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.
2. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:

i. Behaved in a way that has harmed a child, or may have harmed a child;

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

3. This applies to any child the member of staff has contact with in their personal or professional life.
4. All staff are reminded of the schools Whistleblowing Policy, which may be found on our school website.
5. The NSPCC whistleblowing details are at Appendix 4.
6. Allegations regarding members of staff at the school must be reported immediately to the headteacher, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
7. Any allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.
8. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.
9. Initial discussions with the LADO will consider the nature of the allegation and next steps.
10. Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
11. The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
12. The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
13. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

i. engaged in relevant conduct in relation to children and/or adults,
ii. satisfied the harm test in relation to children and/or vulnerable adults; or
iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.

14. Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, (via the Teaching Regulation Agency) as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
15. Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and

from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children

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

8. Controlling access to school premises

1. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.
2. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
3. A school can either:

i. bar them temporally, until the individual has had the opportunity to formally present their side; or
ii. tell them they intend to bar them and invite them to present their side by a set deadline.

4. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.
5. The Department for Education (DfE) does not get involved in individual cases.
6. We don't knowingly allow any person on to school grounds who:

i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.

7. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

9. Use of school premises for non-school activities

1. If we hire or rent out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
2. When services or activities are provided by the school, under the direct supervision or management of staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body or proprietor ensures safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

10. Glossary

Term	Meaning
A Child	A person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them

Term	Meaning
	or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child abuse linked to faith or belief (CALFB)	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Child Criminal Exploitation	Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls

Term	Meaning
	who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological • physical • sexual • financial • emotional
Early Help	Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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

Term	Meaning
	imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Sharing of images/videos	Consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.[10] They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Mental Health	Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include: • Emotional state (fearful, withdrawn, low self-esteem)

[10] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos

Term	Meaning
	• Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Operation Encompass	Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website
Peer on Peer Abuse	Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without

Term	Meaning
	consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Serious Violence	The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs. • **Peer group** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. • **Street gang** "Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

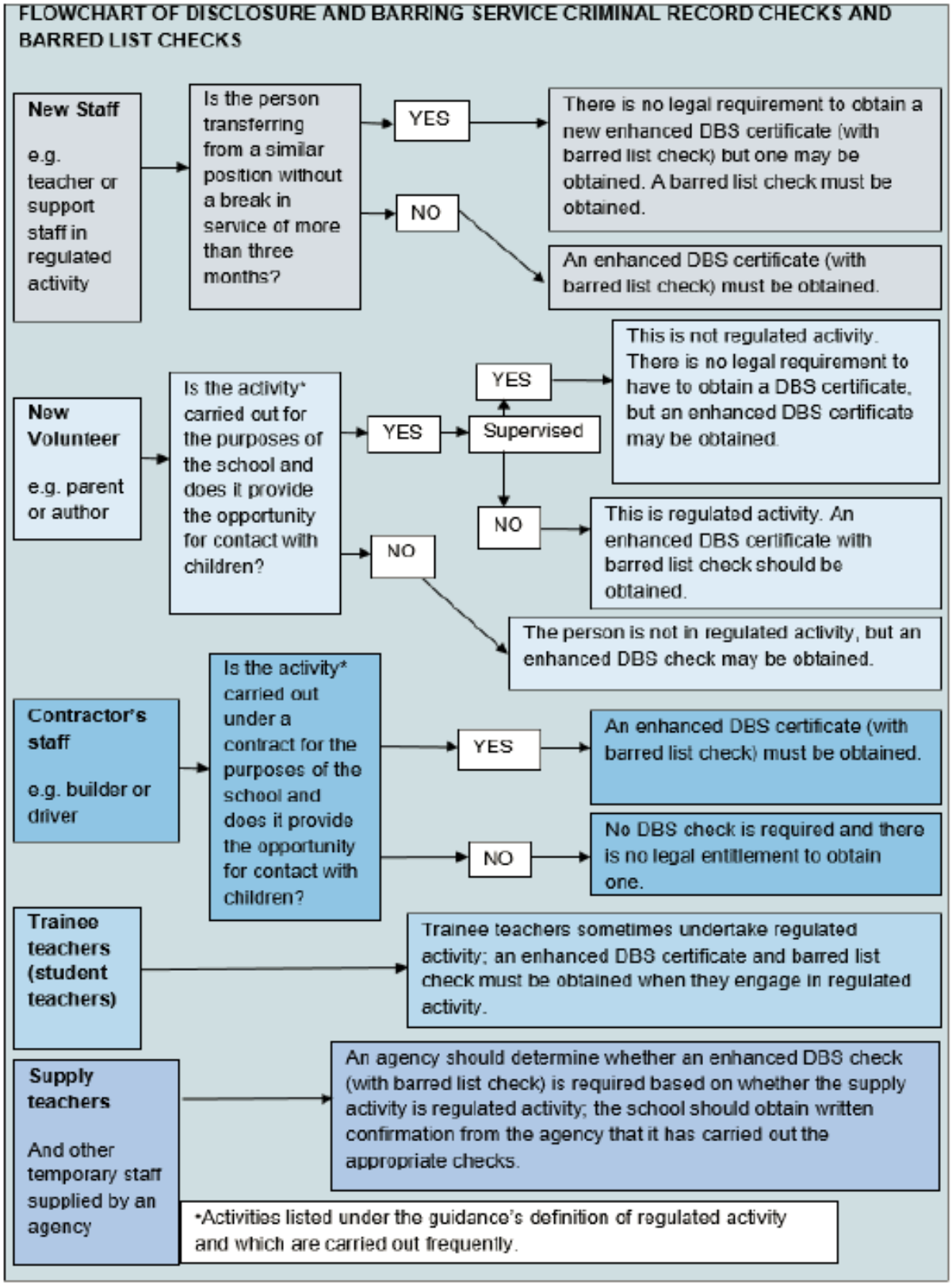
Term	Meaning
	• **Organised criminal gangs** "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation." It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment between children	When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[11]. Sexual violence offences include: rape, assault by penetration and sexual assault. Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

[11] Legislation.gov

Appendix 1 Operation Encompass Flowchart



Appendix 2 DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2022

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

Advice for practitioners Government website

Appendix 4 Contact details

Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Trafford Personal Advisor
Social Care Out of Hours Emergency Duty Team 0161 912 2020	Police Non-emergency – 101 Emergency - 999
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Helpline NSPCC website

Appendix 5 Department for Education- Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

Government website

Appendix 6 UK Council for Child Internet Safety guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 7 Staff Safeguarding Checklist

Appendix 8 Trafford Strategic Safeguarding Partnership Level of Need

Level		Description: At this level the child or family…	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	…is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	…may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	…are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	…is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	…is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

Appendix 9 Trafford Children Social Care Protocol of Assessment

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

Appendix 10 Trafford Multi- Agency Safeguarding Arrangements

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