



Longford Park School

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Safeguarding and Child Protection Policy



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1. Foreword

The School's commitment to safeguarding is our highest priority. We maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse, neglect and exploitation are picked up and the opportunity for those wishing to cause harm to children is drastically reduced. The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are training in recognising and reporting safeguarding issues
- All children, young people and learners are protected and feel safe
- For the purposes of this policy children includes everyone under the age of 18.
- Provide help and support to meet the needs of children as soon as the problem emerges
- Protect children from maltreatment, inside or outside the home, including online

2. Purpose and principles

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

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance.
- applies at all times when the school is providing services or activities directly under the management of the school staff.
- is publicly available on the school's website, and a printed copy can be made available via the school office.
- Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

This policy is consistent with all other policies adopted by the Advisory Committee (AAC) and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Behaviour/Regulation Policy
- Staff Code of Conduct Policy
- Online Safety Policy (including mobile and smart technology)
- Whistle blowing Policy
- Children missing/absent from Education Policy
- Managing Allegations Policy
- Information Sharing/Management Policy

3. Key information

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

Name	Role
Phillipa Boon	Nominated Advisory Committee Member for Safeguarding

	Contact: Longford Park Admin admin@longfordparkschool.co.uk
Sara Waite	Headteacher and Designated Safeguarding Lead (DSL) Contact Telephone: 0161 5323253 Contact Email: swaite@longfordparkschool.co.uk
Stephanie Meadows	Designated Safeguarding Lead (DDSL)/ Designated Teacher (Pupils who are looked after) Contact Telephone: 0161 5323253 Contact Email: smeadows@longfordparkschool.co.uk
Rachel Lamb	Assistant Headteacher/ Deputy DSL Contact Telephone: 0161 5323253 Contact Email: rlamb@longfordparkschool.co.uk

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, neglect and exploitation 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.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.

The Designated Safeguarding Lead co-ordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their school's 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. Strategy Discussions

iii. Child in Need Meetings (every 6 week or sooner)

iv. Initial Child Protection Conferences

v. Review Child Protection Conferences

vi. Multiagency Risk Assessment Conferences (MARAC)

vii. Child Protection Meetings (every 4 weeks or sooner)

The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above). Teachers and staff working closely in school with pupils will be asked to contribute information for meetings.

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).

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 and document the Early Help provided on our own internal systems. This is just for cases that are at Level 2 of the Level of Need.

When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment² 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. School has a statutory responsibility for pupils' attendance, 'Working Together to improve school attendance'. Professionals should be alerted to the need for early help for a child who is frequently missing/goes missing from education, home or care or has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. This should also be the case if the child has a parent or carer in custody or is affected by parental offending.

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.

If a child is in immediate danger, contact will be made with the police via 999.

If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response³ via the online referral form.

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.

All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, will be promptly recorded in writing– This will be recoded on CPOMS.

Where there is a safeguarding concern the school ensures the child's wishes and feelings are collected 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.

4. Creating a Safeguarding Culture

It is important to us at the school that all children feel safe and supported in our setting. 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. All staff are aware of the categories of abuse, which are:



All staff are aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse. Staff are also made aware of other key safeguarding topics that, these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding	Criminal Exploitation <i>'County Lines'</i>
Domestic Abuse	Early Help	Female Genital Mutilation	Gangs & Youth Violence	Hate
Child on Child Abuse	Preventing Radicalisation & Extremism	Private Fostering	Relationship Abuse	Trafficking
Abuse in intimate personal relationships	Consensual and non-consensual sharing of nude/semi-nude images	Initiation/ hazing type violence and rituals	Mental Health	Serious Violence
Sexual Harmful Behaviour	Sexual violence and sexual harassment	So-called 'honour' based abuse	Trafficking	Upskirting (which is a criminal offence)

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.

The school recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse Act 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse. The school is signed up to Operation Encompass. In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford's Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Schools are encouraged to attend MARAC for the cases which are known to them and share relevant information to multiagency partners.

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.

Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member. Safelives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate. The guidance can be found in Appendix

Schools in Trafford also have access to specialist Domestic Abuse training on DASH RIC and Managers Training through Trafford Domestic Abuse Service (TDAS). Schools are expected to attend and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.

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 duty⁴ to report any suspected or known cases of FGM about a female under 18 years old to the Police.

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.

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.

All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Child on Child abuse policy and/or behaviour/regulation 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.

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 2023 we have included Relationship Education (primary) / Relationships and Health Education in the school curriculum, in line with DfE guidance and the national curriculum.

When incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) 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 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 sharing of indecent images. 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.

Online safety and our approach to it is reflected in our IT/Online Safety policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks, and considers the 4Cs (Content, Contact, Conduct and Commerce).

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

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse, neglect and exploitation, whether suspected or known will be treated seriously and in confidentiality. All reports will be stored on CPOMS under the safeguarding tab, the member of staff

will also report the incident to a DSL straight away. All supply staff are advised to share any concerns verbally straight away to a DSL.

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

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, neglect and exploitation.

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.

Instances of children who are missing or absent 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 are regularly missing. This will also include unexplained and/or persistently absent from education.

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.

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:

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

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, neglect and exploitation just as much.

Keeping our children safe in out-of-school settings where services or activities are provided separately by another body, we will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at their school has updated contact details. More information can be found in Appendix.

5. Staff learning and development

Learning about safeguarding 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. 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**.

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 and Annex A of 'Keeping children safe in education 2025'
- iii. School Behaviour Policy
- iv. School Policy for Children Missing/Absent from Education
- v. Staff Code of Conduct Policy
- 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

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

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
- iv. Leaflets
- v. Mentoring
- vi. Online learning
- vii. Posters in the staff room detailing referral processes and key topics
- viii. Shadowing
- ix. Staff handbook
- x. Staff induction pack
- xi. Standing agenda item staff meetings
- xii. In-house training
- xiii. Video
- xiv. Workbooks
- xv. NSPCC updates for staff and governors

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.

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.

All staff should know what to do if a child tells them they are being abused, exploited or neglected including child on child 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.

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.

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 child-on-child abuse and know how to identify it and respond to reports.

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 child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

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.

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

6) Safer Recruitment

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 Disclosure and Barring Service (DBS) Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Verify candidates physical and mental fitness for their responsibilities
Identity confirmation	Confirmation of right to work in the UK, including EU nationals
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	

Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	
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A member of the senior leadership team/HR 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.

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.

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.

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.

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

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.

7) Managing allegations against professionals who work with children

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.

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.

This applies to any child the member of staff has contact with in their personal or professional life.

All staff are reminded of the schools Whistleblowing Policy, which may be found on the school website. The NSPCC whistleblowing details are at Appendix.

Allegations regarding members of staff at the school must be reported immediately to the headteacher or principle, 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.

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.

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.

Initial discussions with the LADO will consider the nature of the allegation and next steps.

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.

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.

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).

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.

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, 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.

8) Controlling access to school premises

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.

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. The individual must be allowed to present their side.

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.

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.

The Department for Education (DfE) does not get involved in individual cases.

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. 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) KEEPING RECORDS

Longford Park School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life. CPOMS is used to document all safeguarding concerns.

Records should include:

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

Ensuring that all child protection records are kept confidentially and securely and are separate from pupil records until the child's 25th birthday. Child Protection information must be sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). Child Protection records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

10) CONFIDENTIALITY AND INFORMATION SHARING

Longford Park School follows the General Data Protection Regulations (GDPR). This includes reviewing transparency, increased rights given to individuals, compulsory notification of data breaches, grounds for processing, appointment of a data protection officer, demonstration of compliance, training and management. Systems used within school are checked carefully to ensure they are GDPR compliant.

Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. The safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared.

All child protection records are kept securely in a locked filing cabinet in a room which can be locked and are also on the secure online system, CPOMS, and are separate from routine student records.

Access is restricted to members of the safeguarding team. Where pupils move to new schools their child protection files will be transferred securely and a confirmation of receipt requested. The handling and destruction of such files will be in accordance with the Information Commissioner's guidance.

11) DISCLOSURES FROM CHILDREN

Any person who receives a disclosure from a child which raises concerns over the safety and welfare of a child must listen to the child, provide re-assurance and record the child's statements in his or her own words using CPOMS. (Child Protection Online Monitoring System).

Under no circumstances should the person ask leading questions or record anything other than the child's own statement. Any questioning must be limited, therefore, to the minimum necessary for purposes of clarification. Adults are trained to ask the "four w's"-who, what, when and where. The child's account will be recorded verbatim.

Absolute guarantees of confidentiality must not be given to the child. Instead, the child should be reassured and told that the matter will be referred to a Designated Safeguarding Lead, who will be able to offer some help.

As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

12) INFORMING PARENTS/CARERS

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

Parents and carers will be informed if a referral is to be made to First Response or to any other agency. For Early Help referrals, parents and carers consent is always sought as this is a voluntary process.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases, the Designated Safeguarding Lead or Executive Headteacher will seek advice from the First Response team.

Please note: parents and carers will not be informed prior to referral if doing so may jeopardise a police investigation.

13) SAFER WORKING PRACTICE

The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

There is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

Staff and volunteers should be aware of current guidance on safe teaching practice contained in [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019). Safeguarding training is provided for all throughout the year. All staff receive Level One Safeguarding training in September. All of the school's DSL's update their Level Four training at least once every two years.

14) SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

Longford Park School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child's safety will remain the priority of the school

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

Pupils are not permitted to directly access items that do not belong to the school. Items brought in on transport should be safely stored away until the end of the school day. Pupils are not permitted to have any access to mobile telephones in school. If children request to make a phone call, they will be permitted to use a school telephone whilst accompanied by an adult.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Designated Safeguarding Lead should be informed immediately. The incident should be recorded on CPOMS as soon as possible.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers staff at school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

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

E-safety is a safeguarding issue, not an ICT issue. It is our duty to ensure that every child and young person in our care is safe, and this applies equally to the ‘virtual’ or digital world.

The internet is an essential element in 21st century life for education, business and social interaction, and we have a duty to provide children and young people with quality access as part of their learning experience. The purpose of internet use in school is to help raise educational standards, promote pupil achievement and support the professional work of staff, as well as enhance the School’s management of information and business administration.

We shall ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Computers and Ipads are only used under supervision and usage is monitored by the filtering software. Staff are aware to monitor and log any inappropriate usage and to log their concerns on CPOMS.

15) USE OF MOBILE PHONES

Mobile phones have a place in settings, especially when on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe. The following guidelines apply:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk;
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children;
- Ensure all mobile phone use is open to scrutiny;
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones;
- Staff must not carry their personal mobile phone around the school building or leave their mobile phones out unattended-permission may be sought from a Designated Safeguarding Lead in extenuating circumstances where staff need their mobile phones for emergency calls;

- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations;
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

16) PERSONAL MOBILE TELEPHONES

To protect children, staff members will ensure that personal mobiles:

- are stored securely in class store rooms and will be switched off or on silent whilst staff are on duty;
- are not used to take pictures of the children attending the setting;
- will not be used to take photographs, video or audio recordings in the setting;
- are not used to contact parents or children except in the event of an emergency.

Visitors are not permitted to use their mobile phones on entering the setting. Staff teams will need to have consent from parents /carers giving permission for the child to have a mobile and agreeing that they will be stored securely (handed to the class teacher) and be switched off whilst in the setting.

17) CAMERAS: PHOTOGRAPHY AND IMAGES

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

- to obtain consent of parents and carers to consent for photographs to be taken, used for or published (for example, on our website or displays);
- the school's designated camera or Ipads are only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents). Staff will use the Ipad Transfer app to make sure images are safely transferred in to the relevant folder on the school's shared drive;
- children are appropriately dressed, and only use the child's first name with an image;
- personal cameras are not used to take photographs, video or audio recordings in our school, without prior explicit written consent from the school, for example, for a special event, such as a Christmas play. Where permission is granted, it will be explained that the photographs cannot be shared on social media;
- all images are stored securely. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws;
- where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken;
- staff reinforce 'acceptable use' rules regarding the use of cameras and Ipads by children are embedded in practice;
- the use of cameras/Ipads is closely monitored and open to scrutiny.

18) SOCIAL NETWORKING SITES

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Executive Headteacher or Head of School.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported in order that appropriate advice can be given to the child and their parents/carers regarding professional boundaries and the safety of the child. All staff are aware that they should not be 'friends' or communicate with parents and carers on social networking sites (unless already known personally prior to the child joining the school-in which case this should be declared).

19) LOW LEVEL CONCERNS

The document 'Keeping Children Safe in Education' (September 2025) provides the following definition of a low-level concern:

Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then:

- This should be referred to the headteacher or DSL/DDSL
- Where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors Jonathan Ridge and Trafford's LADO Anita Hopkins.
- If this meets the harm threshold, this should be reported directly to the local authority designated LADO Anita Hopkins. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy.

Staff will receive training on how to record Low-Level concerns. An email detailing the concern will be sent to the Designated Safeguarding Lead, who will then save this email on file and meet with the member of staff to create an appropriate support plan. In Longford Park School, we will be moving to an online Platform named StaffSafe in Autumn 2024.

Through INSET opportunities in school, we will ensure that our staff are fully aware of their own responsibilities with regards to raising Low-Level concerns about their colleagues. Regular training and discussions will be held about this, so that staff members are familiar with the process should they need to raise a concern.

The purpose of this system is to ensure that all staff maintain the attitude that transparency is important in order to safeguard our pupils at all times. Staff should also be aware that it is part of their professional responsibility to raise and record issues that need to be addressed, so that support and additional training can be put in place where needed. Rather than 'reporting' on each other, this system is instead intended to ensure Low-Level concerns are addressed rather than being left to escalate further.

20) MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

The school follows the procedures recommended by the Trafford Strategic Safeguarding Partnership when dealing with allegations made against staff, supply staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Designated Safeguarding Leads will participate in regular training on Safer Recruitment and

With reference to the LADO threshold, advice will be sought as appropriate from the Local Authority Designated Officer (LADO). The LADO can be contacted via e-mail anita.hopkins@trafford.gov.uk or by phone 0161 912 5024. Referrals should be made using:

<https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>

If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head of School immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head of School, this will be reported to the Chair of the Advisory Committee Jonathan Ridge and Trafford's LADO Anita Hopkins. In the event that neither the Head of School nor Chair of the Advisory Committee is contactable on that day, the information must be passed to the CEO of The Sovereign Trust, Mr Paul Eckley.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School should contact the LADO directly on 0161 9125024 and should make a referral to <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>.

The School has a legal duty to refer to the Disclosure and Barring Service anyone 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. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

All staff, volunteers and supply staff are made aware of the NSPCC Whistleblowing Advice Line, which is 0808 800 5000.

21) COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

DSLs will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

22) SAFEGUARDING PRACTICE REVIEWS

The Trafford Strategic Safeguarding Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people;
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review;

- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people;
- d. If required, Longford Park School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

23) DISQUALIFICATION

This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8.

The school will implement the Childcare (Disqualification) Regulations 2018. Disqualification by Association now only applies in domestic settings, not schools.

Disqualification under the Child Care Act still applies to staff themselves who work in a child care capacity, whether paid, volunteer or are on work placements.

Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

The school will ask relevant staff members to complete an annual declaration form which will be used to assess their suitability to work with children. A copy of the declaration is below:

[Staff Disqualification Declaration V5](#)

To do this the school will follow the statutory guidance “Disqualification under the Childcare Act 2006”:

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

24) DBS Information-Volunteers

Whilst there is no requirement that **volunteers** who are not in regulated activity **should** have a **DBS check**, in 'certain circumstances... **schools** and colleges may obtain an enhanced **DBS** certificate (not including barred list information)' (Keeping Children Safe 2019 in Education paragraph 169).

25) Governors

As of September 1st 2016, schools must obtain an enhanced DBS and barred list check for all governors. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

If governors volunteer or carry out other duties that would be deemed as regulated activity then the appropriate checks must be applied. All members of the school’s governing body currently hold a DBS on the Single Central Record, as all are keen to spend time in school. Due to the vulnerable nature of pupils at LPS, all members of the Advisory Committee agree that a DBS check is imperative as all members are enthusiastic to spend time in school.

26) 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. It can also include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child abuse linked to faith or belief (CALFB)	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: <ul style="list-style-type: none"> • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
Child on Child Abuse	Children can abuse other children (often referred to as child on child 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 child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’) • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • causing 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 • consensual and non-consensual sharing of nude and

	semi-nude images and/or videos ¹¹ (also known as sexting or youth produced sexual imagery) • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
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.
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	1. Domestic abuse, or domestic violence, is defined across Government as “any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality. 2. This can encompass, but is not limited to, the following types of abuse: • Psychological • Physical • Sexual • Financial • Emotional •

	Harassment and Stalking • Controlling behaviour • Coercive control 1. Controlling behaviour is: a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of them of the means needed for independence, resistance and escape and regulating their everyday behaviour. 2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group
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 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	

<p>Consensual and non-consensual sharing of nude/semi-nude images</p>	<p>Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal. A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph. This can include: • photos • videos • tracings and derivatives of a photograph • data that can be converted into a photograph • ‘indecent’ is not defined in legislation but can include penetrative and nonpenetrative sexual activity • ‘making’ can include opening, accessing, downloading and storing online content • ‘sharing’ includes sending on an email, offering on a file sharing platform, uploading to a site that other people have access to, and possessing with a view to distribute</p>
<p>Incel</p>	<p>Incel is a shortened version of involuntary celibate (Hall, 2019), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term mansphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society.</p>
<p>Mental Health</p>	<p>Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include: • Emotional state (fearful, withdrawn, low self-esteem) • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).</p>
<p>Modern Slavery</p>	<p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p>
<p>Neglect</p>	<p>Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • 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</p>
<p>Operation Encompass</p>	<p>Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about</p>

	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
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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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." • 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
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. Sexual violence offences include: rape, assault by penetration and sexual assault.
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.

Appendices

Operation Encompass Flowchart

1. Police Incident & Child Identification

- **Police respond to a domestic abuse incident.**
- **They identify if a child is connected to the adults involved.**

2. Police Notification to School

- Before the start of the next school day, police share the information with the school.
- This notification is made to the school's Designated Safeguarding Lead (DSL), also known as a Key Adult.

3. School Action & Support

- The DSL uses this confidential information to understand the child's potential exposure to domestic abuse.
- The school can then provide timely support to the child, making necessary adjustments and interventions to safeguard their welfare.

4. Data Security & Confidentiality

- All information shared is managed with the highest level of security, in accordance with data protection regulations like [GDPR](#).
- These records are held securely by the police and the receiving school settings only.

DfE flowchart on DBS checks and barred list checks

https://assets.publishing.service.gov.uk/media/5f3fc580d3bf7f67a159a190/Referrals_Flowchart.pdf

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

https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

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 LADO@trafford.gov.uk
Trafford Strategic Safeguarding	Trafford Strategic Safeguarding

Partnership 0161 911 8687 TSSP@trafford.gov.uk	Partnership – Training address TSSP.learning@trafford.gov.uk
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

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

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

Staff Safeguarding Checklist

Trafford Strategic Safeguarding Partnership Level of Need

Trafford Children Social Care Protocol of Assessment

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

Trafford Multi- Agency Safeguarding Arrangements

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

SafeLives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance

Trafford Guide to Domestic Abuse Support Services

Virtual School Guidance

Keeping children safe in education 2025 (publishing.service.gov.uk)

Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)

Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

School Policies

Statutory Policies relating to Safeguarding are:

- LPS Behaviour Policy
- Staff behaviour Policy
- Staff handbook
- Central record of recruitment and vetting checks
- Child protection policy and procedures
- Statement of procedures for dealing with allegations of abuse against staff
- Appropriate Safeguarding arrangements
- Attendance Policy
- Whistleblowing Policy
- Low level concerns policy
- E Safety Policy

Other relevant policies:

- Health and Safety
- Physical Interventions/Positive Handling
- Managing safeguarding allegations against another pupil
- Work Experience and Extended work placements
- Induction Policy
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet/online e safety
- Extended Schools Activities,
- Relational and behaviour

- Educational Trips and Visits, including overnight stays
- First Aid
- Meeting the needs of pupils with medical conditions
- Whistleblowing
- Prevent
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Promoting British Values,
- LAC,
- Designated Teacher
- Promoting fundamental British values through SMSC - Publications GOV.UK

Trafford Strategic Safeguarding Policies:

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage,
- Domestic Abuse,
- Missing from Home and Care,
- Private Fostering,
- Child Sexual Exploitation,
- Guns and Gangs,
- E-Safety Policy.

Recognising signs of child abuse and neglect

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Children deliberately missing education is another indicator that should be reported.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Categories 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 (including Domestic 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.

- Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.
- 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.

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment

- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self- esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self- mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in their dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are

- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 3: Forced Marriage

Forced Marriage (FM)

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

Recognise a forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical: for example, threats, physical violence or sexual violence
- emotional and psychological: for example, making someone feel like they are bringing 'shame' on their family

Financial abuse, for example taking someone's wages, may also be a factor.

The Forced Marriage Unit (FMU) is a joint Foreign, Commonwealth and Development Office (FCDO) and Home Office unit which leads on the government's forced marriage policy, outreach and casework. It operates both inside the UK (where support is provided to any individual) and overseas (where consular assistance is provided to British nationals, including dual nationals).

The FMU operates a public helpline to provide advice and support to:

- victims and potential victims of forced marriage
- professionals dealing with cases

The FMU public helpline can help with:

- safety advice
- aiding when an unwanted spouse is due to move to the UK ('reluctant sponsor' cases)
- where possible, assistance in repatriation of victims held against their will overseas

The FMU undertakes an extensive training and awareness programme targeting both professionals and potential victims, and carries out a range of work to raise awareness.

The [FMU privacy notice](#) describes how we process data to provide support to victims and potential victims of forced marriage. The notice explains how we will use your personal data, and what your rights are in relation to our use of your personal data.

The FMU has also produced:

- [Forced Marriage: A Survivor's Handbook](#)
- [What is a forced marriage? leaflet](#)
- [Marriage: it's your choice \(wallet card design\)](#) (PDF, 448KB, 2 pages) - this is a business-card sized design which contains contact details for the FMU. They can be given to any potential victim and are small enough to be placed in wallets/purses
- [I know where to go if I need help \(poster\)](#) (PDF, 487KB, 1 page)
- [I don't have to say yes to please anyone \(poster\)](#) (PDF, 528KB, 1 page)
- [I believe marriage is a choice \(poster\)](#) (PDF, 449KB, 1 page)
- [I'm not ready to get married \(poster\)](#) (PDF, 528KB, 1 page)

Appendix 4: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection

- Disclosure

'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools act **without delay**.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.
 - NB for school staff this will occur from a disclosure and not a physical examination

Appendix 5: Radicalisation

Longford Park School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

Schools have a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or First Response, for example.)
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements consider the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Trafford Strategic Safeguarding Partnership. This policy describes procedures which are in accordance with government guidance and refers to

locally agreed inter-agency procedures put in place by the Trafford Strategic Safeguarding Partnership.

- Training all staff using the PREVENT materials to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help. Prevention work and reductions of risk will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti – bullying policy and other issues specific to the school’s profile, community and philosophy.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.
- At Longford Park School, we also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

Appendix 6: Information Sharing

Seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police are made immediately. Referrals should follow the local referral process to where the child resides. Local authority children's social care assessments should consider where children are being harmed in contexts outside of the home, so it is important that schools provide as much information as possible as part of the referral process.

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process, and
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or a deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Appendix 7: A 'Good' Safeguarding School

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The leadership, staff and Advisory Committee are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- There are policies which we use to ensure children receive early help so that they reach their potential in all areas of their development and reduces the likelihood of a referral to children's social care. It includes information on inter-agency thresholds that provides guidance around appropriate assessment, service provision and referral information in relation to level of need.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Safeguarding Lead is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- A social and emotional learning programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the internet. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupil's behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

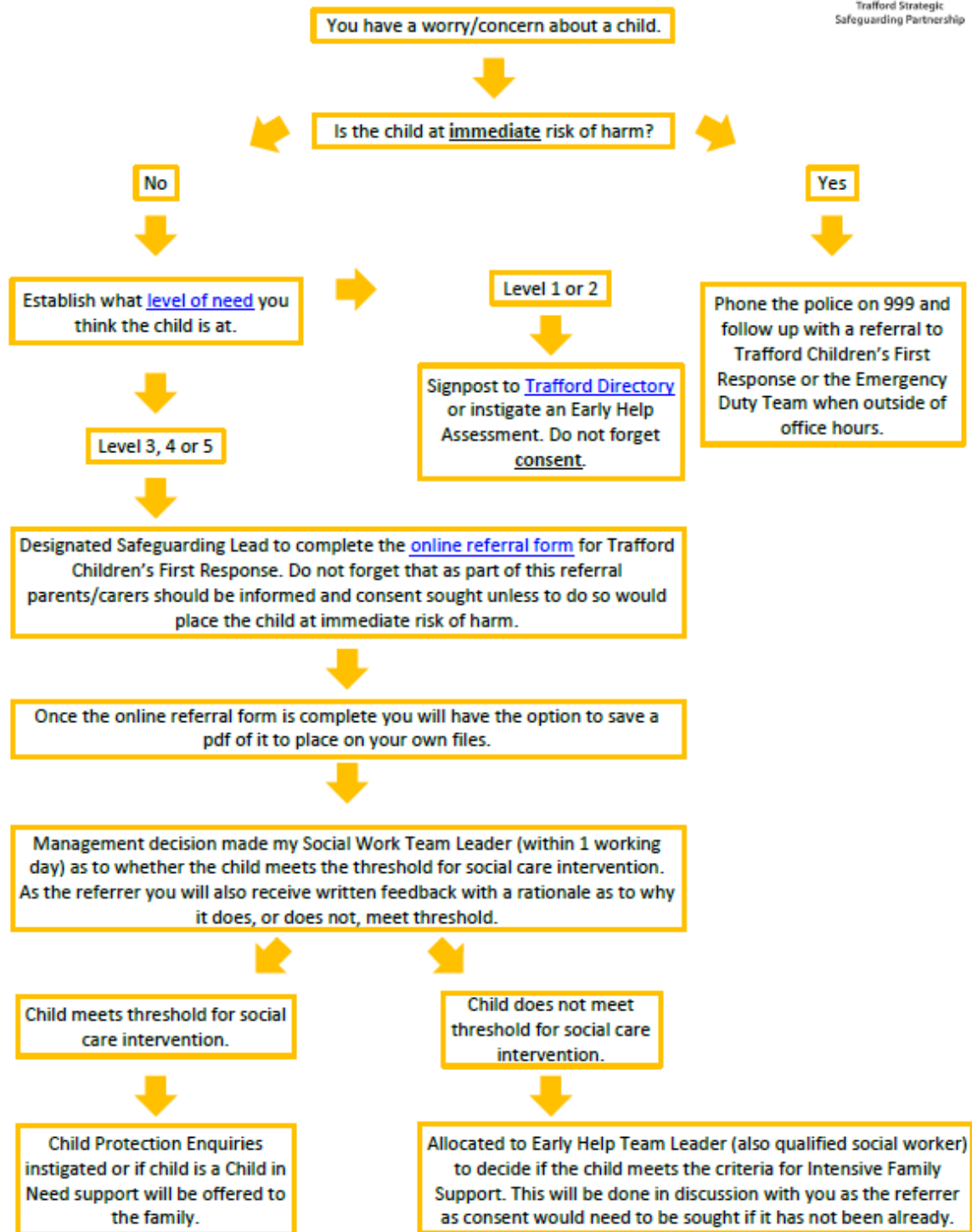
- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

Appendix 8: Action when a child has suffered or is likely to suffer harm

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

Anybody can make a referral-see below for Trafford's First Response Concerns Flowchart:

Safeguarding Concerns Flowchart



Appendix 9: Operation Enxcompass

Operation Encompass Process

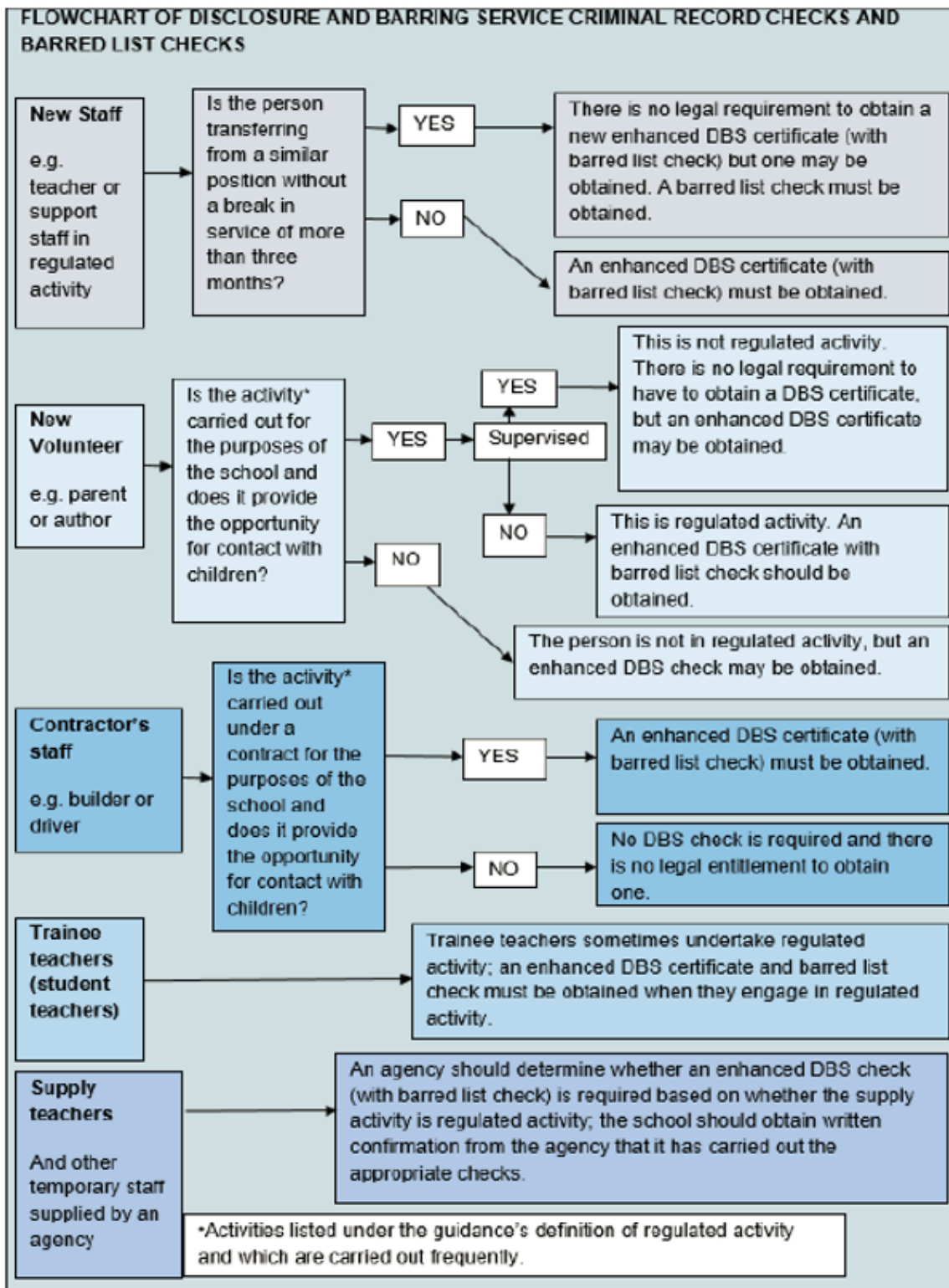


Trafford Strategic
Safeguarding Partnership



Appendix 10: Criminal record checks flowchart

PLEASE SHARE THIS FLOWCHART WITH THOSE RESPONSIBLE FOR THE RECRUITMENT OF STAFF.



Appendix 11: Trafford Strategic Safeguarding Partnership's level of need thresholds:

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 12: Advice for practitioners

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

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 912 8687 TSSB@trafford.gov.uk	<u>Police</u> Non-emergency – 101 Emergency - 999
Social Care Out of Hours Emergency Duty Team 0161 912 2020	NSPCC Whistleblowing Helpline NSPCC website 0808 800 5000
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	

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

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

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 13: Glossary

Term	Meaning
A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child 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.
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.
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

Term	Meaning
	or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>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.</p>
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

Term	Meaning
	<p>gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	<p>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.</p>
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Child on child abuse	<p>Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.</p>
Physical Abuse	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be</p>

Term	Meaning
	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	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	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	<ul style="list-style-type: none"> • 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 • acting to enable all children to have the best outcomes.
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images,</p>

Term	Meaning
	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 ¹ . Sexual violence offences include: rape, assault by penetration and sexual assault.
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.

Useful links:

- Trafford Strategic Safeguarding Partnership
<https://www.traffordsafeguardingpartnership.org.uk/safeguarding-children-and-young-people/Professionals/Safeguarding-in-schools-and-post-16-settings.aspx>
- Keeping Children Safe in Education (September 2022)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
- Working Together to Safeguard children (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- Trafford Children's First Response

¹ [Legislation.gov](https://www.legislation.gov.uk)

<https://www.trafford.gov.uk/residents/children-and-families/worried-about-a-child/trafford-first-response.aspx>

- Trafford's level of need guidance <https://www.trafford.gov.uk/residents/children-and-families/worried-about-a-child/Levels-of-Need.aspx>
- Guidance for safer working practice for those working with children and young people in education settings <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>
- DfE Information Sharing guidance (July 2018) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Disqualification under the Childcare Act 2006 (Updated August 2018) <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- Sharing nudes and semi-nudes: advice for education settings working with children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Low level concerns guidance
- <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2021.pdf>