

SAFEGUARDING AND CHILD PROTECTION POLICY

(WHOLE SCHOOL & EYFS)

**Applies to: All Staff, Governors, Trustees and Volunteers within the School etc. and Covers EYFS Updated
with KCSIE Sept 2023**

Version	2	3	4	5	6	7	8
Policy reviewed on	Nov 2017	Sept 2018	Sept 2019	Sept 2020	2.09.21	Sept 2022	Sept 2023
Policy written by	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell	Mr Whittell	Mrs Boulton
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This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

The school always considers “the best interests of the child”.

There is a zero-tolerance approach to child-on-child abuse.

This policy is available on the website and on request.

This policy is reviewed annually

Key Contacts

Headteacher

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Designated Safeguarding Lead

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Deputy Safeguarding Leads

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Named Governor for Child Protection

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Named Appropriate Adult/s

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Lisa Boulton (Deputy Head–Pastoral) l.boulton@branwoodschoo.co.uk (0161 7891054)

The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail

worriedaboutachild@salford.gov.uk

GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or e mail parklane.ppiu@gmp.police.uk

Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445

[Managing allegations against adults who work with children | Salford Safeguarding Children Partnership](#)

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. All referrals and request for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online Salford City Council's portal and information hub for services to Children, Young people and families at

<https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

This policy has been considered alongside school child protection procedures (Appendix 2) and other related policies in school. These are:

- Attendance Policy
- Behaviour Policy
- Anti-bullying (including cyberbullying, homophobic and gender-based bullying)
- Child-on-child Abuse see appendix 6
- Sexual Violence and Sexual Harassment Policy
- Special Education Needs and Disabilities
- Online Safety and Mobile Technology (including Monitoring and Filtering policy)
- Prevent Duty see appendix 6
- Transgender Policy
- School Pupils with Medical Needs
- Elective Home Education see appendix 6
- Children Missing Education
- Child Criminal Exploitation see appendix 6
- Child Sexual Exploitation see appendix 6
- Mental Health see appendix 6
- Female Genital Mutilation FGM see appendix 6
- Employee handbook/ Code of Conduct Policy
- Safer Recruitment
- Educational Visits Policy
- Handling Allegations of Abuse Against Staff see appendix 6
- Low Level Concerns Policy
- Whistleblowing see employee handbook
- RSE/ PSHE
- School Security – health and safety policy
- Health and Safety

NB This list is not exhaustive

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 Local Safeguarding Partners. [Home | Salford Safeguarding Children Partnership](#)

Updated – February 2024

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1. Introduction

- 1.1. Branwood Preparatory School is an independent co-educational day school based in Eccles, Manchester. This policy sets out Branwood Preparatory School's commitment to safeguarding and promoting the welfare of children who attend the school.
- 1.2. Schools, colleges, early years and childcare settings, and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare. Our insight and co-operation are vital to the successful delivery of multi-agency safeguarding arrangements. The staff in our school, working in our education setting play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns.

There are three main elements to our Safeguarding Policy.

- (a) **Prevention:**
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) **Support:**
(To pupils and school staff and to children who may have been abused).

Children includes everyone under the age of 18.

This policy applies to **all** adults, including temporary staff, supply staff, volunteers governors and contractors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Section 128 of the Education Act 2002; Education and Skills Act 2008 and in line with government publications: 'Working Together to Safeguard Children' 2023, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2018), 'What to do if You are Worried a Child is Being Abused' 2015 and Behaviour in Schools non-statutory guidance Sept 2022. The guidance reflects, 'Keeping Children Safe in Education' September 2023.

The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

- 1.3 Safeguarding and promoting the welfare of children is defined as:
 - providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children .
(*Kinship care arrangements are defined in Working Together to Safeguard Children 2023-page 158/159*)
 - taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

2. School Commitment

2.1. We recognise that high self-esteem, mental and physical health & wellbeing, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our school will therefore:

(a) Adopt the **Salford Standards for Listening** and establish/maintain an ethos where children feel secure, are encouraged to talk and are listened to.

<https://safeguardingchildren.salford.gov.uk/professionals/salford-standards-for-listening-to-families/>

We will do this by:

- Ensuring that Branwood School has a 'listening culture' where children feel that all staff have the time to listen to them
- Remind the children at any opportunity that they can always ask to speak with an adult and we will listen.
- Children will be invited to come and speak with Mrs Boulton (deputy head and DSL) at any time. If she is not available, they can speak with Mr Whittell (head and DDSL) or Mr Sullivan (assistant head and DDSL)
- Staff and parents are reminded that children can come and speak with Mrs Boulton (deputy head and DSL) at any time. If she is not available, they can speak with Mr Whittell (head and DDSL) or Mr Sullivan (assistant head and DDSL)

(b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will do this by:

- Reminding the children verbally that they can talk to any adult in school, but Mrs Boulton (Deputy Head and DSL), Mr Whittell (Head and DDSL) or Mr Sullivan (Assistant Head and DDSL) are also available to listen.
- Put posters around school to remind children who they can talk to
- Put a sticker in the children's reading diaries which contains this information.

(c) Establish and maintain an ethos where children are supported with their Emotional and Mental Well Being. We will do this by:

- Remind the children at any opportunity that they can always ask to speak with an adult and we will listen.
- Children will be invited to come and speak with Mrs Boulton (deputy head and DSL) at any time. If she is not available, they can speak with Mr Whittell (head and DDSL) or Mr Sullivan (assistant head and DDSL)
- Staff and parents are reminded that children can come and speak with Mrs Boulton (deputy head and DSL) at any time. If she is not available, they can speak with Mr Whittell (head and DDSL) or Mr Sullivan (assistant head and DDSL)
- Providing a space for children to come to during playtime or lunch times and feel that they can talk or spend time colouring, playing with Lego or reading. Children will be reminded at regular intervals about the opportunity to use this space. This space will be in Mrs Boulton's classroom and if she is absent, it will be in Mr Sullivan's classroom.
- Keeping parents informed if their child requires this support in school and working with them to help their child.
- Ensuring that all staff establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Providing a curriculum which will support this for all children in school.
- Provide assemblies which address the importance of the Emotional and Mental Well Being of our children.
- Create a culture of talking about how we are feeling.
- Ensure that staff speak with the pastoral lead (Mrs Boulton) or the Head teacher if they have any concerns about at child.

- Provide ‘buddy benches’ outside in the playground for children who feel alone or upset during playtime and encourage the whole school to be aware of the purpose of these benches and how they can help.
- (d) Establish a whole school approach to recognising and responding to potential incidents of child-on-child sexual abuse and harassment; both in and out of school hours. Comprehensive staff training will ensure a school culture that makes it clear that there is a zero-tolerance approach to sexual harassment and sexualised behaviour, and it should never be passed off as “banter”, “just having a laugh” “part of growing up” or “boys being boys”. There will be robust systems of recording incidents that ensure evidence-based review and response. This philosophy will be adopted and promoted by **everyone** in the school, and inappropriate behaviours will be consistently challenged. We will proactively educate our pupils about relationships, respect and boundaries through the RSE programme (SCARF), and all staff will reassure pupils that they will be taken seriously and supported.
- (e) Include in the curriculum, activities and opportunities for PSHE and Relationships Education, Relationships and Sex Education and Health Education (SCARF), to equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse and are taught about Safeguarding, together with online safety, the risks of cybercrime and cyberbullying (including when they are online at home), stalking and mate crime, as part of providing a broad and balanced curriculum.
- (f) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly about childcare and parenting skills. (Specify more information on the materials used to help children develop).
- (g) Ensure local multi-agency safeguarding arrangements are fully understood, and rigorously applied by establishing effective working relationships practitioners from other agencies and with parents and carers
- (h) Ensure that there are systems in place to ensure parents and carers are empowered to participate in decision-making to help to contribute to developments of the school within the community and support and protect children
- (i) Ensure all staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face in daily life. Technology, and risks and harms related to it, evolve, and change rapidly. The school will consider carrying out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face.
- (j) Generative artificial intelligence (AI) tools are now widespread and easy to access. Branwood Prep School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Branwood Prep School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff will be aware of the risks of using A.I. tools and will carry out risk assessments for any new A.I. tool being used by the school.

2.2 Safeguarding is a shared endeavour and everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The school staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2023*. The School will work with social care, the police, health services

and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Working Together to Safeguard Children 2023 recognises schools as relevant agencies; therefore, this school will act in accordance with the SSCP's safeguarding arrangements. As part of this the school will:

- have a clear understanding of our responsibilities in relation to safeguarding children in Salford, and how we will discharge them
- co-operate with Safeguarding Partners to improve, implement, and monitor effectiveness of the local safeguarding arrangements
- share information and data about safeguarding issues and concerns affecting the children involved in our school to contribute to local priorities
- ensure local multi-agency safeguarding arrangements are fully understood, and rigorously applied with our school.

2.3 The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*'. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

2.4 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred and contextual. This means that they will consider, at all times, what is in the **best interests** of the child including the wider environmental factors and influences and extra-familial harms that are present in a child's life that are a threat to their safety and/or welfare. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Partnership (SSCP).

All practitioners staff working in Branwood Prep School need to understand their role in identifying emerging problems. The staff at Branwood Prep School undertake whole school staff and governor safeguarding training that meets local and national safeguarding requirements so that they:

- know when to share information with other practitioners and what action to take to support early identification and assessment
- are able to identify and recognise all forms of abuse, neglect, and exploitation
- have an understanding of domestic and sexual abuse, including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved
- are aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm • are aware that a child and their family may be experiencing multiple needs at the same time.

All staff will work to the following national multi-agency practice standards in recognising actual or likely significant harm:

- Practitioners are alert to potential indicators of abuse, neglect, and exploitation, and listen carefully to what a child says, how they behave, and observe how they communicate if non-verbal (due to age, special needs and/or disabilities, or if unwilling to communicate). Practitioners will try to understand the child's personal experiences and observe and record any concerns.
- Practitioners communicate in a way that is appropriate to the child's age and level of understanding and use evidence-based practice tools for engaging with children, including those with special educational needs and disabilities.
- When practitioners have concerns or information about a child that may indicate a child is suffering or likely to suffer significant harm, they share them with relevant practitioners and escalate them if necessary, using the referral or escalation procedure in place within their local multi-agency safeguarding arrangements. They update colleagues when they receive relevant new information.

- Practitioners never assume that information has already been shared by another professional or family member and always remain open to changing their views about the likelihood of significant harm.

The school will underpin multi-agency working by ensuring all staff

- Collaborate: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided
- Learn: practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes
- Resource: practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work
- Include: practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect
- Mutual challenge: practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way.

All Staff will be alert to the potential need for early help for a child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

3. Roles and Responsibilities

3.1 All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. The names of those carrying these responsibilities in the school for the current year are listed in the key contracts section on page 2 of this document.

Designated Safeguarding Lead

3.2 Governing bodies and trustees will; ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. (As outlined in Annex C of Keeping Children Safe in Education September 2023.)

The role of the designated safeguarding lead carries a significant level of responsibility, and they will be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and have an overview of the outcomes of the filtering and monitoring systems and processes in place). Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If not available in person, the school will in exceptional circumstances inform staff of how the DSLs can be contacted.

The Designated Safeguarding Lead will ensure that all New Staff and Governors receive safeguarding and child protection training at induction and make sure all staff and Governors aware of any training opportunities and the latest local policies on local safeguarding arrangements.

The designated safeguarding lead is expected to refer cases of suspected abuse and neglect to the local authority children's social care and to the Channel programme where there is a radicalisation concern.

Strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of children and families. The following expectations have been developed to underpin this multi-agency working and apply to our Head Teacher and the Designated Safeguarding Lead.

- Collaborate: decisions are based on a shared practice approach and constructive debate and analysis of information from all services
- Learn: managers ensure their teams have time to engage in peer learning and knowledge exchange, peer audit, group supervision and observation
- Resource: managers ensure children receive the holistic support they need, drawing in expertise from a wide range of agencies
- Include: managers support staff to identify and challenge discrimination, disparity, and negative stereotypes

- Mutual challenge: constructive challenge within and across agencies and disciplines is actively encouraged, independent judgements are valued and given space alongside collective decision-making to avoid groupthink.

3.3 The Designated Safeguarding Lead will:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- Understand and know how to use the SSCPs recommended tools for assessing and identifying need/risk. For example, Thriving Families Tool Think Child Toolkit DASH Think Family
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer case as required of suspected abuse and neglect to the to the Bridge Partnership; to the Channel programme where there is a radicalisation concern, where a crime has been committed to the police and support staff who make referrals to children’s social care and to the Channel programme.
- Ensure that the Head Teacher is kept fully informed of any concerns – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)
- Act as a point of contact with the safeguarding partners.
- Ensure that the SSCP Challenge and Escalation policy is shared with all staff and how it is used, by the school, when professional disagreements about a child safeguarding or child protection matter cannot be resolved.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- Liaise with the Mental Health Lead (Mrs Boulton) and, where available, The Mental Health Support Team within the school, where safeguarding concerns are linked to mental health.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who in its cohort of children have or have had a social worker are,
 - understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes

- Ensure that accurate safeguarding records relating to individual children are kept up to date and separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the Early Help School Coordinator (Mrs Boulton). It is important to notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Understand the lasting impact the adversity and trauma can have including on children's behaviour, mental health and emotional well-being and academic attainment and what is needed in responding to this in promoting educational outcomes. Ensure all staff are provided with training to understand and recognise Adverse Childhood Experiences (ACE's) and the negative impact they can have.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation including meeting the DfE filtering and monitoring standards
- Undertake more in-depth Prevent awareness training including extremist and terrorist ideologies.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home.
- Ensure the filtering and monitoring systems and processes in place on school devices and school networks are effective.
- Ensure ALL staff have received appropriate training regarding the filtering and monitoring processes in place in the school.
- Work in collaboration with the school's IT Provider to monitor and review filtering reports.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Designated Cared for Children Lead (Salford have adopted the term Cared for Children. Keeping Children Safe in Education refers to this cohort as Looked After Children)

3.4 Governing Bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

- 3.5 The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead, The Mental Health Lead, and the Virtual School Head to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. In addition the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

Governing Bodies

- 3.6 Governing bodies, management committees and proprietors must ensure that they comply with their duties under legislation. They must have regard to the Keeping Children Safe in Education 2023 guidance, ensuring that Safeguarding policies, procedures and training in their schools or colleges are effective and comply with the law at all times including the DfE filtering and monitoring standards. The governing body will ensure that monitoring and filtering processes are in place and the governing body receives regular reports of the outcomes of monitoring and filtering.
- 3.7 Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. All Governor Safeguarding training will be regularly updated.
- 3.8 Governing bodies and trustees will take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- 3.9 Where reasonably possible, schools and colleges hold **more than one emergency contact number** for each pupil or student. This goes beyond the legal minimum.
- 3.10 Governing bodies and proprietors will be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and their local multi-agency safeguarding arrangements.

Named Governor for Child Protection

- 3.11 Governing bodies and proprietors will have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's safeguarding arrangements.

Governing bodies (and proprietors) will ensure online safety is an interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures, planning the curriculum and parental engagement.

They will ensure the school has appropriate filtering and monitoring systems in place which are regularly reviewed for their effectiveness.

The role of the Named Governor is key to ensuring that the Governing Board fulfils its responsibilities in respect of safeguarding children. The Named Governor will therefore ensure that the school:

- Has an effective safeguarding children policy in place that follows local procedures. This must include procedures to minimise the risk of child-on-child sexual harassment and abuse. Policies will be reviewed annually.
- Completes and records the outcome of a Section 128 check for all Governors in non-regulated activity
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, including supply staff and volunteers.

- Has a designated senior member of staff for dealing with safeguarding children issues.
- Ensure that **all** staff receive regular safeguarding and child protection updates, including online) (for example, via email, e-bulletins, staff meetings) as required, but at least annually. This will provide them with relevant skills and knowledge to safeguard children effectively, both on-line and in their daily life.
- Ensure that those staff who work directly with children read **at least** Part One and Annex B Keeping Children Safe in Education 2023 and have the mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education.
- Provides regular quality assurance reports to the Governing Board in relation to policy, procedures, audits and Section 11 statutory requirements.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Headteacher

- 3.12 The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the Governing Board, including those set out above in the responsibilities for the Named Governor.
- 3.13 In such a role the Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.
- 3.14 Part of the means of demonstrating such leadership is in attending SSCP training on a regular basis and at least every 2 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.
- 3.15 The Headteacher will have clear policies and procedures for dealing with all levels of allegations against staff. These will be in line with SSCP/ Local Authority policies and will be disseminated to all staff and governors.

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, smart devices, mobile phones and cameras in the setting

Professional Curiosity

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the

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designated safeguarding lead if they have concerns about a child. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect.

4. Procedures – Early Intervention

We follow the Greater Manchester Safeguarding Procedures adopted by SSCP. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across Greater Manchester.

<http://greatermanchesterscb.proceduresonline.com>

The DSL has registered for alerts to automatically receive notification when the manual is updated.

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Partnership.

<https://safeguardingchildren.salford.gov.uk/>

- 4.1 It is very important that practitioners intervene as early as possible if a child or young person has additional needs, and services can help in meeting these needs. All staff will be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Such action can help prevent problems becoming child protection concerns. All school staff are given access to training around Early Help and Early Help Assessments to help them to identify the correct support for families and children. For more information regarding the Early Help Service and Assessment go to [Early Help | Partners in Salford](#)
- 4.2 The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying, [cyberbullying](#), [prejudice-based and discriminatory bullying](#) and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.

5. Procedures – Child Protection

- 5.1 Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Partnership
- 5.2 In implementing Branwood Preparatory School policies and procedures on Safeguarding and Child Protection the following points will be considered:
- The Designated Safeguarding Lead will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual, (as a minimum), evaluation of effectiveness and review and procedures and implementation are updated and reviewed regularly. The Review will be presented as an annual item to the Governing Board.
 - All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. All staff and governors will be kept informed about the Contextual Safeguarding approaches the school is deploying to safeguard and protect **all** pupils, and especially the most at risk and vulnerable pupils within the school.

- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- At induction new and/or temporary staff will be made aware of and provided with copies of the following policies and procedures within school, with clarity about how safeguarding fits into whole school policy.
 - the child protection policy;
 - the behaviour policy;
 - the employee handbook (including low level concerns, allegations against staff and whistleblowing)
 - the safeguarding response to children who go missing from education;
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - Part 1 and Annex B of Keeping Children Safe in Education 2023
- All existing staff including teachers, teaching assistants, administrators, welfare, ancillary staff and contractors, will be made aware of and have access to copies of Keeping Children Safe in Education 2023 Part 1 and Annex B. as well as any updated school policies and procedures. Although KCSIE 2023 suggests that staff who do not work directly with children MAY only be required to read Annex A, at Branwood Preparatory School believes all staff should have the same understanding of Safeguarding Statutory Duties.
- As well as teachers (including supply teachers) all other staff in school, such as teaching assistants, administrators, welfare staff, kitchen staff etc will receive the core training on safeguarding and an induction that is specific to their role; including knowing what to do if there are child protection concerns.

Parents/carers will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore, as well as the use of general methods (such as website features; one-to-one conversations; use of audio facilities and online technology etc) consideration should also be given to the ability of parents/carers to access these. The school's Child Protection Procedures can be found in Appendix 2.

6. Training and Support

- 6.1 Our school will ensure that the Designated Safeguarding Lead, Deputy Safeguarding Leads, all staff working in the school and all Governors receive Safeguarding and Child Protection training at induction and continue to attend regular updates that are relevant to their role, including an understanding of the roles and responsibilities in relation to the online filtering and monitoring systems in the school, on at least an annual basis, including email, e-bulletins, staff meetings, Whole School Safeguarding Training, Prevent Training, online safety, and Multi Agency Child Protection training within this timescale.
- 6.2 All staff (including temporary staff and volunteers) will receive full child protection training from SSCP and Prevent training (all new staff will receive it at induction and all staff receive an update at least annually) using training set by the Home Office via the government website <https://www.gov.uk/guidance/prevent-duty-training>
- 6.3 The DSL will keep staff informed on current child protection issues via email, during INSET days or staff meetings.
- 6.4 All staff are trained to use CPOMS.
- 6.5 The school will ensure the learning from Serious Case Reviews, Learning Reviews and Audits is disseminated to all staff and embedded into staff practice by keeping updated and ensuring that policies and procedures are robust and that appropriate training is undertaken.
- 6.6 The school will ensure that internal / external support networks are available to staff if there are concerns or queries.

Prescribed Whole School and Designated Safeguarding Lead Safeguarding Training Requirements

6.7 There is an agreed set of prescribed training requirements in Salford for school staff, as follows:

6.8 **All School Staff** – All school staff who do not have designated lead responsibility for child to undertake SSCP approved training to promote and safeguard the welfare of children and young people every 18 months.

This is currently available through the Whole School Safeguarding Service Level Agreement (SLA) purchased through The School Workforce Development Officer in Children’s Services.

As **safeguarding is everybody’s responsibility**, all staff in the school will know who to contact if they are concerned about a child or young person. It is therefore important to ensure all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities¹.

6.9 **Designated Safeguarding Lead and Deputies** – As a minimum the Designated Safeguarding Lead and Deputies will attend the SSCP Working Together to Safeguard Children and the Multi Agency Level 3 Speaker (or equivalent) courses. This training will provide the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care in the safeguarding continuum and the assessment process for providing early help and statutory intervention,

The Training will be refreshed every 2 years with the SSCP Safeguarding Updates and Developments (or equivalent) Course.

Designated Safeguarding Leads and Deputy Leads are required to keep their knowledge and skills up to date on an annual basis.

The Whole School Safeguarding SLA delivers termly, SSCP approved, two-hour seminars which provide suitable updates for designated persons to refresh skills and knowledge.

The Salford Safeguarding in Schools Advisor and Whole School Safeguarding Team Manager jointly organise single agency training for Designated Safeguarding Leads and termly DSL Network Events. The Salford Safeguarding in Schools Advisor produces a half termly Safeguarding Bulletin for Designated Safeguarding Leads to update skills and knowledge.

After attending the Working Together to Safeguard Children and the Multi Agency Level Speaker (or equivalent) the Designated Lead and Deputies will also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities so they understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk.

- Attachment
- Adverse Childhood Experiences (ACE’s) and Childhood Trauma
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation
- Communicating with Children
- Core Group
- Online Safety and Mobile Technology - including online challenges and hoaxes
- Cyberbullying and Cybercrime
- Child Gambling

- Adolescent to Parent Violence
- Domestic Abuse
- Self-Harm
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Neglect
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death
- Sexual Abuse
- Child Sexual Exploitation
- Preventing Radicalisation/WRAP Training
- Equality and Diversity and Sexual Orientation
- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- ‘Up skirting’ which is a criminal offence under The Voyeurism Offences Act - April .2019
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Illegal Money Lending
- Safeguarding and Healthy Relationships
- Child-on-child abuse
- Sexually Harmful Behaviour, Sexual Harassment
- Stalking and Mate Crime
- Emotional Well Being and Positive Mental Health
- The Role of the Appropriate Adult
- Cultural Consciousness/competency and Anti-Racism
- Any additional training or events relating to serious case reviews*

7. Information Sharing and Confidentiality

- 7.1 It is important that governing bodies and trustees are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- 7.2 The school and the Designated Safeguarding Lead will have due regard to the relevant data protection principals which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR)
- 7.3 Information sharing, and Confidentiality are issues which need to be discussed and fully understood by all those working with children, particularly in the context of child protection. During safeguarding training all staff (including the governors / trustees) who work with children will be made fully aware of confidentiality issues and the need to only speak to the appropriate persons in relation to child protection issues and concerns.
- 7.4 The school ensures that parents, governors and every adult working in or with the school understands the need for and basic principles regarding confidentiality. This is emphasised in the staff code of conduct policy, employee handbook and parent terms and conditions.
- 7.5 Guidance will also be given in relation to what can and should be said to children and young people in respect of confidentiality. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children’s Social Care Services], must always have regard to both

common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

- 7.5 Staff are trained so that if a child talks to them about any risks to their safety or wellbeing they will need to let them know that they must pass the information on – they are not allowed to keep secrets or promise confidentiality. The point at which they do this is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen; if they leave it till the very end of the conversation, the child may feel that they have misled them into revealing more than they would have otherwise.
- 7.6 If a member of staff has a concern about a child, they should tell the DSL immediately and add it to CPOMS altering the DSL.
- 7.7 All staff have been made aware of the legal responsibility related to confidential information that should only be shared with those who need to be involved, in line with statutory requirements in Keeping Children Safe in Education?
- 7.8 All enquiries concerning the welfare or safety of a child or requests for information must be discussed with the DSL or DDSLs who will record this on CPOMS and contact the Bridge Partnership if necessary.
- 7.9 Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 2018, European Convention on Human Rights, Article 8*). However, fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Wherever possible, consent should be obtained before sharing personal information with third parties **but may be waived in the circumstances set out below**.
- 7.10 Understanding that ‘safeguarding of children and individuals at risk’ allows practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. The Governing Body/Proprietor will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. (Paragraph 119, Keeping Children Safe in Education September 2023)
- 7.11 In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.
- 7.12 Where consent cannot be obtained to share information, or consent is refused, or where seeking it may undermine the prevention, detection, or prosecution of a crime, the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

- 7.13 The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision-making process must weigh up what might happen if the information is shared against what might happen if it is not shared. The school will identify their scheme of delegation for such decision making. However, every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child and GDPR regulations should never be a barrier to Safeguarding Children and Young People
- 7.14 Further guidance on information sharing and for staff who have to make decisions about sharing information can be found at:
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

8. Records and monitoring

8.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and Safeguarding concerns will be held securely, kept confidential, with limited access, on CPOMS, as records will only be accessed by those who need to see them, and kept separate from the child/young person's academic file.

- All records will include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time.
- Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.
- Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) are aware as required.
- The school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this will be recorded.
- At Branwood we use CPOMS for recording concerns about the welfare or behaviour of a child. The DSL also has folder in the confidential drive with an overview of each incident.
- The behaviour policy reflects Behaviour in Schools Guidance (October 2022) and Keeping Children Safe in Education 2023 regarding children who are absent from education particularly on repeat occasions or prolonged periods.
- We also use CPOMS for recording concerns about child-on-child sexual harassment, sexual abuse and sexually inappropriate language and actions. The DSL monitors these regularly and ensures that we use robust systems that ensure evidence-based review and response.

- If a member of staff has a concern, they should speak to the DSL as soon as possible and also complete an incident form on CPOMS making sure that they alert the DSL. Any written evidence is placed in a sealed envelope and placed in the DSL's office.
- When it becomes apparent that there are child protection concerns, these are also recorded on CPOMS and the DSL is alerted. Child protection records are kept separate from other school records in a separate filing cabinet which is kept in the Heads (DDSL) office. The Child Protection file is stored securely under lock and key and on CPOMS with restricted and permitted access and only the DSL and Deputy DSLs have access to them.
- The school has the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. The school is currently meeting/aspiring to meet the Cyber security standards for schools and colleges.
- The DSL and DDSLs are the only members of staff who have access to the information contained in child protection files on CPOMS and the head has the key for the filing cabinet in the heads office.
- Teacher-held notes become part of school record and are scanned and added to CPOMS.
- Staff alert the DSL regarding any concerns on CPOMS. The DSL monitors this regularly and puts the appropriate systems in place and collates all information which is placed on the safeguarding file on the confidential shared drive.
- Parents can ask for information of their child subject to a subject access request which is consistent with the Freedom of Information Act 2000.
- If a child transfers or leaves the school, the DSL contacts the safeguarding lead at the new school and then personally passes that file to them. When a child gives notice, they are sent a letter from the registrar. When they return this if they do not state where they are going, then the registrar sends another letter. If they still do not disclose then it becomes a CME referral, and we follow the school's CME policy and procedures.

8.2 Bullying, including cyberbullying, Sexual Harassment and Sexual Violence, prejudice-based and discriminatory bullying incidents are recorded and reviewed, and the information is used to inform and enhance the whole school approach to all forms of anti-bullying strategies and responses within the school.

8.3 The safeguarding team (DSL and DDSLs) meet once a half term to discuss safeguarding in school. The minutes from this meeting are kept securely in the safeguarding folder in the confidential drive. Any actions required are taken accordingly.

9. Child protection conferences

9.1 The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

9.2 Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

9.3 The Designated Safeguarding Lead will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

9.4 Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350.

10. Supporting pupils at risk

- 10.1 Our school recognises that children who experience harm or trauma through abuse, neglect or through experiencing domestic abuse may find it difficult to develop a sense of self-worth and to view the world in a positive way.
- 10.2 Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying.
- 10.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and dysregulated. In response there may be steps taken to consider suspension or exclusion from school. Such steps will be taken in the context of considering the needs of the child and this school will adopt a safeguarding first approach to addressing behavioural issues. Where appropriate, an Early Help Assessment will be carried out (with the consent of the parent/carer and/or young person), as an approach to understand the strengths and needs of the family and a create a supportive plan. The most effective way to create a support plan with the family is through collaboration with the Salford School Partnership.
The Salford School Partnership approach involves a multi-agency partnership discussion, building trust and improving communications across the agencies so that information sharing is effective and appropriate, and the emerging needs identified. School Coordinators are available for consultations, they will advise and support our school on implementing the next steps for Early Help support.
- 10.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.
- 10.5 This school will endeavour to support pupils through:
- (a) The curriculum, to encourage self-esteem and self-motivation;
 - (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
 - (c) The implementation of school behaviour management policies
 - (d) The implementation of a Child-on-Child Abuse policy
 - (e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
 - (f) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
 - (g) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
 - (h) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- 10.6 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

10.7 Children who are lesbian, gay, bi, or trans (LGBTQ)

The school recognises that a child or a young person may be LGBTQ is not in itself inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. School staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. This school will proactively challenge any culture or individual instances of transphobia.

10.8 It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection. Where schools have adopted Operation Encompass for processes and procedures, they should refer to Annex 7

10.9 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through the implementation of our school Statement of Core Values the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism All staff seek have due regard to the need to prevent people from being radicalised and drawn into terrorism and extremism, including INCEL, Anti-Semitism and Right Wing Extremism. To achieve this, we will draw upon The Prevent Duty Guidance, DfE Guidance "Keeping Children Safe in Education, 2023"; and specifically Home Office Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", EFT 'Prevent for FE and Training and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and "Education Against Hate" on-line resources

When operating this policy, we will use the following accepted Governmental definition of extremism which 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; and/or calls for the death of members in our armed forces, whether in this country or overseas'.

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit.

All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology/Incel/Anti-Semitism etc.

Concerns will be referred to the Designated Child Protection Person who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <https://safeguardingchildren.salford.gov.uk> provides further information.

Safeguarding concerns about a person who may be vulnerable to radicalisation or being drawn into terrorism will be referred through the Prevent referral form at <https://contactus.salford.gov.uk/?formtype=PREVENTREF>

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

- 10.10 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they will not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to ‘at risk’ or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow local safeguarding procedures.

- 10.11 Children and young people who are privately fostered can also sometimes require additional support. For more information about this see: <https://safeguardingchildren.salford.gov.uk/professionals/private-fostering/>

10.12 **Mental Health**

All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Branwood Preparatory School staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff will be aware of how these children’s experiences, can impact on their mental health, behaviour, attendance and progress at school.

All Staff at Branwood Preparatory School understand the importance of positive Mental Health and Emotional Well-being. Through the work of the Senior Mental Health Lead, Mental Health Champions, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a Whole School Approach to mental well-being. The Mental Health Leads work closely with the Designated Safeguarding Lead to ensure that if staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, and a referral will be made to the Designated Safeguarding Lead.

10.13 Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and elective home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child; including where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan, the parents/carers will need to work with the local authority to identify how the needs of the plan will be met and regularly reviewed.

10.14 Other specific safeguarding issues are:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Domestic abuse *
- Drug and alcohol
- Fabricated or induced illness
- Faith abuse
- Honour based abuse
- child and early forced marriage
- female genital mutilation (FGM),
- breast ironing
- infant oral mutilation
- Illegal money lending and debt bondage
- Child gambling - including on-line
- Gangs, youth violence and county lines
- Gender-based violence/violence against women and girls (VAWG)
- Voyeurism – including ‘up skirting’
- Stalking and Mate Crime
- Mental health
- Online Safety and the sharing of nude and semi-nude images
- Teenage relationship abuse
- Trafficking
- Nitrous-oxide and vaporised alcohol misuse.

10.15 Knowing where children are during school hours is an extremely important aspect of Safeguarding. Young people being absent from school particularly repeatedly and/ or for prolonged periods can indicate potential safeguarding concerns, such as sexual abuse, exploitation, or criminal exploitation. This school’s responses to persistently absent pupils will focus on identifying abuse and preventing children/young people from becoming children missing education in the future.

This school monitors attendance carefully and will address poor or irregular attendance without delay.

The school will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents/carers should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Strategies in place to actively encourage disaffected and disengaged young people to re-engage with education opportunities within the school.
4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage including knowing that in the UK since February 2023 it is illegal for anyone under the age of 18 years of age to marry even if violence threats or coercion are not used.
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

- 10.16 Staff in this school will be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:
- bullying (including racial bullying cyberbullying, prejudice-based and discriminatory bullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - gender-based violence
 - sexting (also known as youth produced sexual imagery); and
 - initiation-type violence and rituals.

Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

At [name of school] we will support the victims of peer-on-peer abuse by *[insert how this will be done]*.

11. Safer schools, safer staff

- The school will complete and ensure that the School Security Guidance Checklists and Templates meet the requirements of the [Emergency planning and response for education, childcare, and children's social care settings guidance](#)
- School staff will be advised about ensuring safe practice. All staff will be directed to consider the information at <https://safeguardingchildren.salford.gov.uk/professionals/safe-working-practices/> This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.
- The school will make available to school staff information about 'counselling' and/or giving advice to children/young people about sexual matters.

- The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies.
- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The disqualification by association rules no longer apply to school staff. However, staff will be reminded that their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school and that school will be informed of any changes in their circumstances that may have implications for the safeguarding of the children. Staff will also be reminded that they may be considered to pose a risk of harm to children if, even out of school, they have behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Staff will be made aware of the current SSCP procedures for dealing with allegations of abuse against staff.
- The school will make staff aware of the arrangements in respect of the following issues:
 - The school does its best to reduce the possibility of abuse by school staff and anyone else working within the school setting by ensuring that the school site is secure, use CCTV in the entrance hall and outside areas, monitoring drop off and collection times and ensuring that both staff and parents are aware of the appropriate code of conduct whilst in and out of school.
 - Staff made aware of what to do if they have concerns about the behaviour/conduct of the Head Teacher or other members of staff (including supply staff), contractors and volunteers during their induction and it is in the employee handbook.
 - Staff are made aware of what to do if they have concerns about including low level concerns, behaviour/conduct of the Head Teacher or other members of staff (including supply staff), contractors and volunteers, which do not meet the Safeguarding Thresholds but are still a cause for concern (often referred to as 'low level concerns'). In the employee handbook and induction.
 - School staff who are working in a one-to-one situation with a pupil should:
 - Ensure that all pupils who are taught one-to-one can be identified through published timetables.
 - The use of mobile phones is banned during these times
 - All staff doing this work are safeguarding trained
 - They are subject to all safeguarding and staff code of conduct policies They all participate in full induction processes
 - All staff are trained in their responsibilities concerning close contact etc.
 - Peripatetic Music Staff to attend the school's safeguarding training

If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistle-blowing policy and that a whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed

Even when our school is not the employer of a member of staff (including supply teachers, contractors and volunteers) we will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome.

If the School receives an allegation related to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures, including informing the LADO.

11.1. Use of mobile phones, cameras, mobile telephones and social networking

- Staff in Early Years must lock their phones in the staffroom or store cupboard.
- Staff should not give their personal mobile phone numbers to parents, nor should they communicate with them by text message, Twitter, Facebook or personal e-mail. Forms of communication should always be formal.
- Photographs must not be stored of the children on any phones, either personal or school owned. The school provides school iPads for the purpose of taking photographs to evidence children's enjoyment, learning and development.
- Staff personal mobile phones can only be used on a designated break and then this must be away from the children, pupils and students.
- Staff must not post anything that would have an impact on the Schools reputation onto any social networking sites such as 'Facebook and Twitter'. School recommends that staff make access to their social networking pages private and avoid accepting 'friend requests' from parents. See Mobile Phone & Mobile Device Policy and Staff Code of Conduct.
- Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2021). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

11.2 Procedures

- Under the Data Protection Act 1998, the school must seek parental consent to take photographs and use video recorders. Photographs will be stored on the schools secure server, which is this password protected. Further updated by GDPR guidelines 2018. The school's digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photos are printed/uploaded in the setting by staff and once done images are then immediately removed from the cameras memory.

11.3 Guidance for parents taking photographs and filming in school.

- At Branwood Preparatory School we are happy for parents and carers to take photos and video of events for personal use but we request that these images are not distributed or put online. This is to protect all members of our community. We would also request that they ensure that their taking of a photographs does not interfere with other people viewing the event/production and that it is not off- putting for our pupils. The main focus of their photography must be their own child. Please note the following:
 - Once posted and shared online any image or video can be copied and potentially stay online forever
 - Some children are at risk and MUST NOT have their image put online - the school has procedures in place to ensure the images of these children are not posted online
 - Some people do not want their images online for personal reasons
 - Some children and staff may have a complex family background which means that sharing their image online can have unforeseen consequences

- We enjoy and treasure pictures of our family at events, in the era of social media where we post pictures online we must be aware of the potential risks that arise.

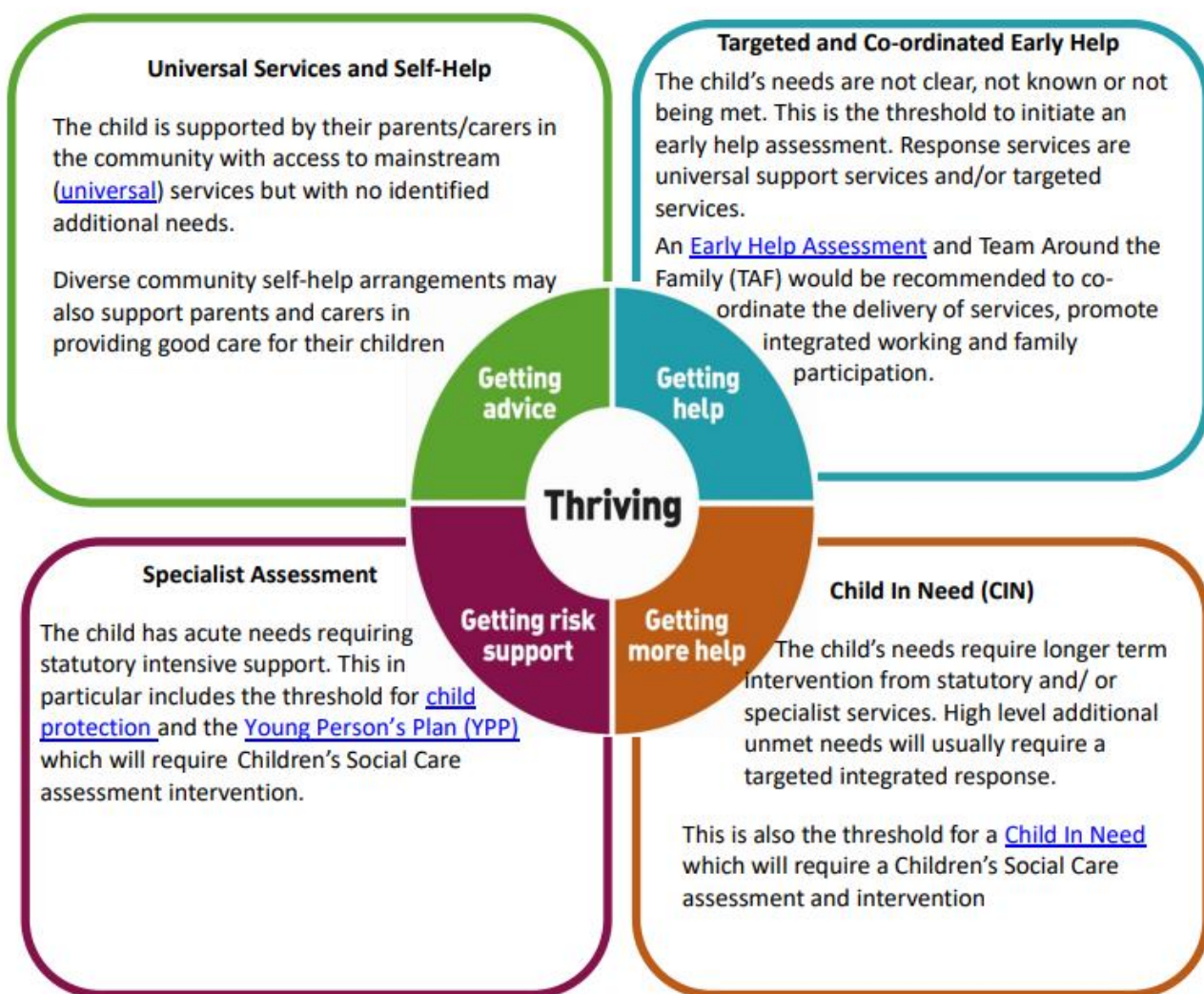
Cameras and mobile phones are prohibited in all toilet and changing room areas nor in EYFS.

Appendix 1 Salford’s Support and Safeguarding (formerly the 'thresholds of need and response')

[support-and-safeguarding-january-2022.pdf \(salford.gov.uk\)](#) guidance is for anyone who has concerns about a child. It is designed to be used as a foundation to enable the correct level of support to be provided, whilst embedding strengths-based, community approaches into practice.

It is important that this guidance is understood by DSLs and DDSLs to ensure children get the right support at the right time. It introduces a model of help and support, providing information on the levels of need and gives examples of some of the indicators that mean a child or young person may need additional support.

There are four types of support which families are entitled to ensure they meet their children’s needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention, where staff are unsure the Bridge will be contacted for consultation. 0161 603 4500.



Appendix 2 School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Lead in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3): The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The Designated Safeguarding Lead is: Mrs Boulton

The Deputy Designated Safeguarding Leads for Child Protection are: Mr Whittell and Mr Sullivan

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Lead who will assist in determining the most appropriate next course of action. The multi-agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the Designated Safeguarding Lead consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
 - ♦ In or by the school or by accessing universal services
 - ♦ By undertaking an Early Help Assessment without referral to the Bridge Partnership
 - ♦ By working with the child, parents and colleagues?
- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate to feedback to staff who report concerns to them. Such information will be shared on the statutory 'need to be involved' basis only and the Designated Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Referrals to the Bridge Partnership

There are four types of support which families are entitled to ensure they meet their children's needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention. Where unsure the Bridge will be contacted for consultation. 0161 603 4500

Universal Services and Self-Help The child is supported by their parents/carers in the community with access to mainstream (universal) services but with no identified additional needs. Diverse community self-help arrangements may also support parents and carers in providing good care for their children.

Targeted and Co-ordinated Early Help The child's needs are not clear, not known or not being met. This is the threshold to initiate an early help assessment. Response services are universal support services and/or targeted services. An Early Help Assessment and Team Around the Family (TAF) would be recommended to coordinate the delivery of services, promote integrated working and family participation.

Child In Need (CIN) The child's needs require longer term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted integrated response. This is also the threshold for a Child In Need which will require a Children's Social Care assessment and intervention.

Specialist Assessment The child has acute needs requiring statutory intensive support. This in particular includes the threshold for **child protection** and the Young Person's Plan (YPP) which will require Children's Social Care assessment intervention.

(i) Is this a Child In Need?

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

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

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer. As part of the referral process, when children are being harmed in contexts outside the home, as much information as possible will be provided so all the evidence is available to enable a contextual approach to address such harm.

4. **Making Referrals to CSC (Guidance for Headteachers and Designated Safeguarding Leads)** via the online Salford City Council’s portal and information hub for services to Children, Young people, and families at <https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

All referrals and requests for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online portal.

- When making a referral the DSL will identify if they are referring a:
 - Child Protection Matter
 - Child Needing Support
- Child Protection referrals will be for a child(ren) at risk of significant harm. Consent will be gained where it is appropriate. The school/DSL will advise what measures are in place to increase the child(ren)’s safety ahead of The Bridge Partnership contacting the family.
- Child(ren) requiring support consent will be gained in advance of making the referral.
- **Child Protection**– make a referral if you are concerned a child is at risk. If you have concerns that a child is at immediate risk of harm, you should call 999. When is a child at risk of harm? Some children may be suffering, or are at risk of suffering, significant harm and need protection and care because of neglect, sexual, physical, or emotional abuse. There are other areas of concern that could leave a child in acute need such as Female Genital Mutilation (FGM), Honour Based Violence, radicalisation, domestic abuse, modern slavery, gang involvement, criminal activity (e.g., county lines) and/or sexual exploitation.

Where there is not a safeguarding concern, a **Child Needing Support** referral will be made: where a child may be in need, or needs Early Help.

A child can be in need if: They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, their health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, they are disabled.

Questions that are considered when completing the referral form,

What has prompted the referral?

What are the identified needs?

What are the positives for the family?

What are the concerns for the child/family?

What the school has done to ensure the safety of the child before making this referral?

Every referral into the Bridge Partnership is screened by Bridge social workers or Bridge Early help screeners to determine the level of support to be provided so referrals will be evidence based, contain; what life is like for that child at home, what is likely to happen without intervention and for targeted Early Help and for Children In Need, parental consent will be obtained.

- Referrals will also contain the voice of the child regarding:
 - What is their lived experience?
 - What is it they want to happen?

(i) Child Needing Support

- Where an Early Help Assessment already exists, the DSL will send this with the referral to the Bridge Partnership along with any Team around the Family minutes.
- This is a request for assessment/support/services and, as such, consent of the parent/carer(s) (and child/young person will be obtained where appropriate).

- Where a parent/carer/young person refuses to consent, the school will make clear their ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is about openness and transparency in dealings with parents and carers).

(ii) Child Protection Matter

- A telephone call will be made to the Bridge Partnership and the referral form submitted straight after the conversation.
- If an Early Help Assessment exists this will be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes.
- **Consent** of a parent or child/young person **is not required** to make a child protection referral
- A parent/carer will, **under most circumstances, be informed** that a child protection referral is to be made. **The criteria for not informing parents/carers are:**
 - (a) Because this would increase the risk of significant harm to a child(ren); or
 - (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents/carers because of a need to refer is **not** sufficient justification for not making a referral nor for not telling them that you need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents, then you should seek advice and/or make this clear on the Early Help Assessment and in any telephone contact with the Bridge Partnership.

5. Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;
- Undertake a social work assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action

6. Feedback from the Bridge Partnership

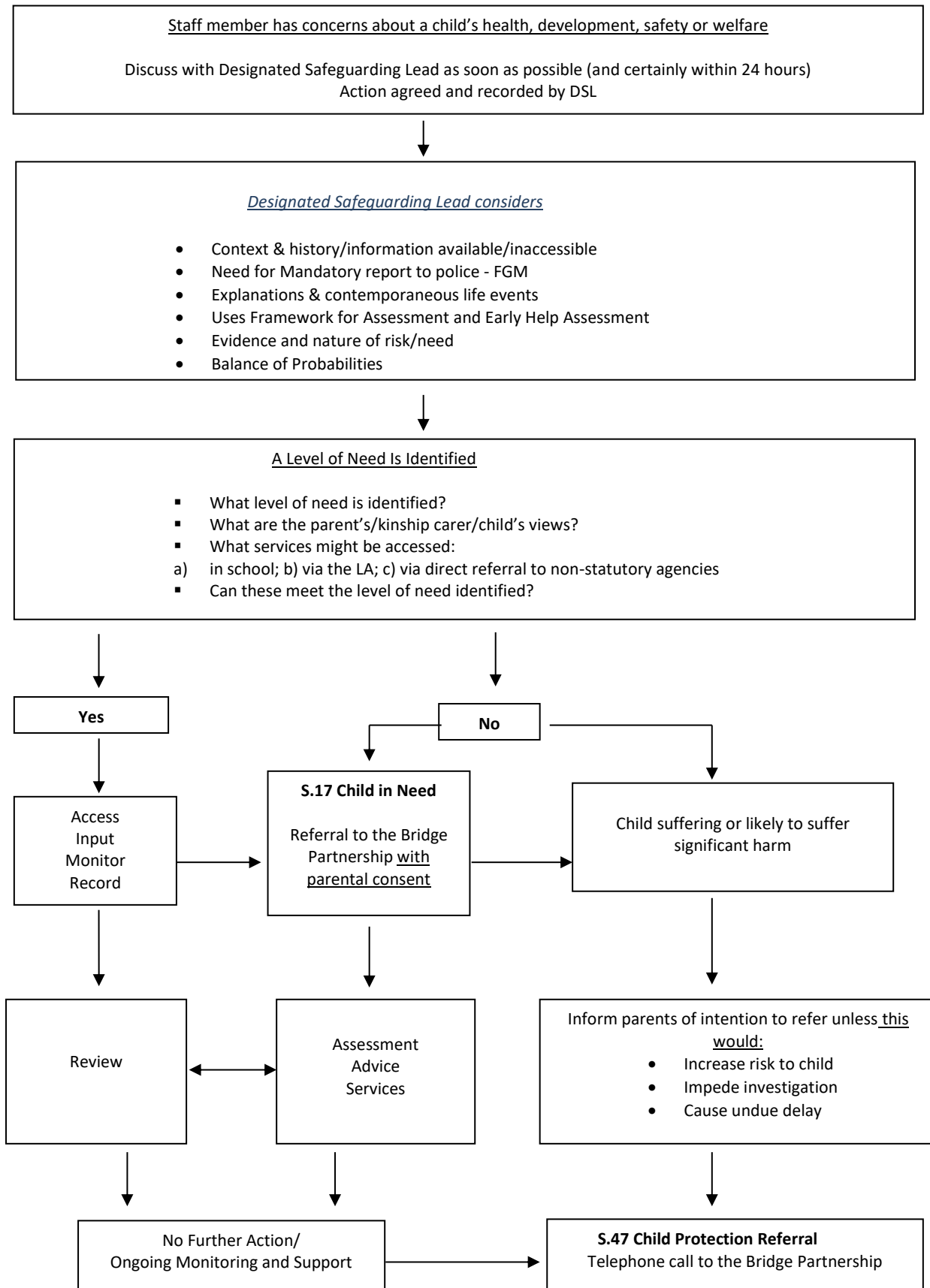
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If the school does not receive any (same day) verbal feedback following an urgent child

protection referral, and where this places school/a child or children in a vulnerable position, the school will ask to speak to a Duty Social Worker, or the relevant Team Manager.

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Working Together 2023 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to SEND need?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Use of Thriving Families Tool to assess neglect?
- Child's reaction?
- Child's perception of the harm?
- Child's needs wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- Are there any barriers to parental/carer engagement?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child(i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What is the safety plan?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Appendix 3: Taking action on child welfare/protection concerns in school



Appendix 4: Responding to a disclosure

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).
- Involve those who do not need to be involved. Only those such as the designated safeguarding lead (or a deputy) and children's social care need to be involved.

Children with communication difficulties, or who use alternative / augmentative communication systems

Practitioners should be aware that children may find it difficult to always speak about what they need, what is happening to them or what has happened to them. This might include SEND children, unaccompanied children, refugees, children who are victims of modern slavery and/or trafficking and those who do not speak English or for whom English is not their first language.

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the Designated Safeguarding Lead or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';

- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager or consult directly with the Bridge Partnership.

If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Appendix 5 What is abuse and neglect?

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse is a form of maltreatment of a child.** Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts 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 another child or children.

Definitions of child abuse

There are four main types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse/ Child Sexual Exploitation
- Neglect

Physical abuse

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, prejudice-based and discriminatory bullying), 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Updated – February 2024

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.
- Provide suitable education.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The [Thriving Families Tool](#) is Salford's recommended tool for assessing neglect.

Signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore, it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. 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.

Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents/carers being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents/carers' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional Abuse can occur when Domestic Abuse happens in the presence of children. Hearing or seeing domestic abuse can have a traumatic effect on children.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent/carer being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic abuse)

Sexual Abuse

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

Children and Young people are frequently sexually exploited by individuals or groups who ignore the fact that the individual child or young person does not have the legal capacity to consent – either because of age or, with older young people, the cognitive capacity to consent. The young person is groomed into believing a relationship is genuine and then made to believe they have willingly entered into a sexualised relationship. They are then blackmailed and threatened and forced into being sexually exploited against their will.

It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains

- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. dysregulated behaviours or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as

increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B of Keeping Children Safe in Education.

Indicators of child criminal and sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- suffering from changes in emotional well-being;

Relating to CSE

- children who suffer from sexually transmitted infections or become pregnant

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic **abuse** or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;

- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Serious violence

Updated – February 2024

All staff will be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime including:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff will also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

Section 3 of the Domestic Abuse Act 2021 ('the 2021 Act') recognises children as victims of domestic abuse for the purposes of the Act if the child sees, hears, or experiences the effects of the abuse, and is related to, or falls under "parental responsibility" of, the victim and/or perpetrator of the domestic abuse. A child might therefore be considered a victim of domestic abuse under the 2021 Act where one parent is abusing another parent, or where a parent is abusing, or being abused by, a partner or relative. Domestic abuse has a significant impact on children and young people of all ages (up to 18 years old).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Annex B of 'Keeping Children Safe in Education 2023' contains additional information about specific forms of abuse.

Appendix 6 – Extra information

1. Child on child abuse: Child on child sexual violence and sexual harassment.

- This is a zero-tolerance area. The school will respond to all reports and concerns of child sexual violence and sexual harassment, including those that have happened outside of the school premises and or online.
- Staff are given update guidance and training in this area because reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training help in this regard and give colleges a firm foundation for a calm, considered and appropriate response to any reports. Guidance given does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. However, any guidance given would provide effective safeguarding practice and principles for staff to consider in their decision making process. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or deputy's) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The general principles of reporting and recording would be followed and there is support available for staff. For example, in KCSIE Sept 2023
- The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.
- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

2. Preventing Radicalisation

- Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

- As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- Branwood Preparatory School employs many strategies to build up resilience in our pupils and prevent them from being pulled toward radicalisation. Some of these strategies include:
 - Wellbeing programme
 - Assembly programme
 - Debating groups
 - Visiting Speakers
 - Positive behaviour and rewards
 - Encouraging positive social activism
 - Online safety (taught in ICT)
 - Filtering and monitoring internet access (see Online Safety policy)
 - Curriculum and facilitating an open dialogue in school
 - Prevent awareness training for staff

Prevent

- From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.
- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. At Branwood Preparatory we have taken advice from GMPolice as well as WRAP training to familiarize ourselves with local risk factors.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).
- The DSL, Deputies and Safeguarding Trustee have all received Prevent online training and WRAP training from the local constabulary.

- As well as our safer internet filtering and monitoring systems, safety online is delivered through our ICT programme The Home Office statutory Prevent duty guidance can be accessed on:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf The Department for Education non-statutory Prevent duty guidance can be accessed on:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> The Channel General Awareness course can be accessed on the link below:
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- *School Prevent Leads:*
 1. *Wendy Robinson, Prevent Education officer 0161 686 6268.*
 2. *Denee Cassidy, Salford Prevent Coordinator.*
 3. *Counter Terrorism Police North West (CTPNW) <https://www.gmp.police.uk/counterterrorism>*
Further contacts, information and referral link <https://www.salford.gov.uk/people-communities-and-local-information/the-prevent-duty/>

Channel

- School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Someone referred to Channel will be required to provide their consent before any support through the programme is provided.
- Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.
- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

3. Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and elective home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child; including where a child has SEND, is vulnerable, and/or has a social worker. Where parents express their intention to remove a child to education at home, then professionals should work together to meet with parents to ensure that

they have considered what is in the best interests of each child. Where a child has an EHCP local authorities will need to review the plan, working closely with parents and carers.

4. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- In February 2017 the DfE published updated guidance on Child Sexual Exploitation, in the form of an update to Working Together 2015. The updated guidance includes the following definition:
- 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 may receive something in exchange for performing sexual activities. This can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Children rarely report child sexual exploitation, so it is important that staff are aware of the potential indicators.
 - Acquisition of money, clothes, mobile phones etc. without plausible explanation;
 - Gang-association and/or isolation from peers/social networks;
 - Exclusion or unexplained absences from school, college or work;
 - Leaving home/care without explanation and persistently going missing or returning late;
 - Excessive receipt of texts/phone calls;
 - Returning home under the influence of drugs/alcohol;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicions of physical or sexual assault;
 - Relationships with controlling or significantly older individuals or groups;
 - Multiple callers (unknown adults or peers);
 - Frequenting areas known for sex work;
 - Concerning use of internet or other social media;
 - Increasing secretiveness around behaviours; and
 - Self-harm or significant changes in emotional well-being
- Staff have been made aware of the updated guidance and recognise that no school, community or social group is immune to the risk of child sexual exploitation, including online, and it can affect both boys and girls. Children can be perpetrators as well as victims.

6. Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6. Child Sexual Exploitation (CSE) Clarifications

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

7. Mental health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Branwood does have a designated Mental Health Lead and Mental Health Champions and they coordinate with the fully trained SENDCo and DSL. All our education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
- We can access a range of advice to help us identify children in need of extra mental health support, this includes working with external agencies. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See also Rise Above for links to all materials and lesson plans. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or the deputy DSL.
- **All Staff** at Branwood understand the importance of positive Mental Health and Emotional Well-being. Through the work of the Senior Mental Health Lead and Mental Health Champions, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a Whole School Approach to

mental well-being. The Mental Health Lead works closely with the Designated Safeguarding Lead to ensure that if staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken and a referral will be made to the Designated Safeguarding Lead.

- All staff recognize that attendance is something which can be impacted by mental health. Staff need to be aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

8. Honour based violence (HBV) including Female Genital Mutilation (FGM)

- So called 'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

- If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers and they must call the police if they have a concern.

9. Arrangements For Handling Allegations Of Abuse made against/Concerns raised in relation to teachers (including supply teachers), other members of staff, volunteers, contractors, pupils, governors, trustees and the Head Teacher.

Low level concerns, allegations against staff and whistleblowing are included in the staff code of conduct policy.

- Branwood will learn lessons from any investigation into allegations against staff - both throughout the process and whether or not substantiated.
- Allegations that may meet the harms threshold
- Guidance in this area is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors have:
 - behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children

Basic referral process:

- Allegations against Staff or volunteers are reported to the Headmaster, or in his absence the Chair of Governors, who then promptly contacts LADO and the police if a criminal offence is suspected
- If the allegation is against the Headmaster, the CoG/safeguarding governor promptly informs LADO (without informing the Headmaster) and the police if a criminal offence is suspected OR, if in the future the allegation is against a sole proprietor Head then LADO is contacted direct and the police if a criminal offence is suspected

Updated – February 2024

- If a person is dismissed/ removed or would have been following an allegation the DBS/TRA must be informed
- If there is professional misconduct the TRA must be informed
- An allegation can be made against anyone involved with the school including governors and will be dealt with appropriately.

Record keeping and references

- When in doubt the LADO should be consulted
- Allegations against governors must be recorded
- A declaration on whether the information will be referred to in any future reference must be included in the record
- Substantiated allegations should be included in references, provided that the information is factual and does not include opinions
- Non recent allegations to be added
- The School has procedures for dealing with allegations against staff (including the Headmaster and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false or unfounded allegations. Suspension will not be an automatic response to an allegation. All allegations must be reported to a higher authority person. All allegations should be reported straight away to the Headmaster. If the allegation involves the Headmaster, the Chair of Governors should be informed without first informing the Headmaster. Full consideration will be given to all options, subject to the need to ensure:
 - the safety and welfare of the pupils or pupil concerned;
 - the need for a full and fair investigation.

In cases of serious harm, the police should be informed from the outset

- If an allegation is made against a teacher, or other member of staff/volunteer, then the quick resolution of that allegation must be the clear priority to benefit all concerned; all unnecessary delays must be eradicated. **The School will not undertake their own investigation without prior consultation with the Salford Designated Officer or team of officers (LADO), or if necessary the police.** Any borderline cases should be discussed with the LADO on an informal basis (without naming the member of staff). The LADO should be informed immediately of all allegations that come to an employer's attention or that are made directly to the police (at the latest within one working day).
- The school will take the lead with supply staff.
- The school will disclose all safeguarding incidents to inspectors.
- All discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. We will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be in place. We will give due weight to the views of the LADO and the policy when making a decision about suspension (including involvement with the Police).
- All evidence (notes, text messages, clothing, and computers) must be safeguarded, preserved and transferred to the DSPL.
- If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

LADO contact details are as follows:

- Local Authority Designated Officer (LADO) for Salford on 0161 603 4350
- The school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

- OFSTED - 03001231231
- The school is mindful of the requirement to report to the Disclosure and Barring Service (DBS), PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795, within one month of leaving the school, any person whose services are no longer used because he/she is unsuitable to work with children.
- A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) under a child protection issue. A prohibition order may be appropriate in these circumstances. In this situation the school follows the guidance set out in Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the TRA website.
- For Early Years - There is a duty to make referral to the disclosure and barring service where a member of staff is dismissed because they have harmed a child or put a child at risk of harm.
- Allegations that a member of staff has abused a pupil, or pupils, either inside the school premises or during a school trip or visit could be made by:
 - Parents
 - The abused pupil
 - Other members of staff
 - Other pupils
 - The Police or Social Services
 - A third party
- An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, he/she will ensure that the Headmaster is informed immediately.

Allegations involving supply staff

- Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved. Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Anonymous allegations

- If we are faced with an anonymous allegation of child abuse, which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

First response

- Salford Safeguarding Children Partnership Guidelines. We will respond promptly and sensitively to the legitimate concerns of the alleged victim and his or her family.
- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,

- Inform the child’s parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

Next steps

- Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:
- Involve the Salford Safeguarding Children’s Partnership (SSCP) and seek advice from the Local Authority Designated Officer (LADO) before making safeguarding decisions,
- Invite the police to conduct the investigation,
- Suspend or redeploy the member of staff (or volunteer) concerned from their regular duties.

Support for the pupil

- Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster and/or DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Salford Safeguarding Children’s Partnership (SSCP), or other agencies involved to identify the support strategies that will be appropriate.

Suspension

- Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:
- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.
- We recognise fully that we have a duty of care towards all of our staff, and we will always:
- Keep an open mind until a conclusion has been reached,
- Interview a member of staff before suspending him or her,
- Keep him or her informed of progress of the investigation. Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

Alternatives to suspension

- We will always consider whether an alternative to suspension might be appropriate. Possibilities include:
 - Sending the member of staff on leave,
 - Giving him or her non-contact duties,
 - Ensuring that a second adult is always present in the classroom when he or she teaches.

If the member of staff resigns

- The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.
- We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible. We would expect almost every case to be completed within one month.

Referrals to the Disclosure and Barring Service (DBS)

- Like all schools, we have a statutory legal duty to refer any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. If the DSL is involved, the report is made by the Headmaster. If the Headmaster is involved, the report is made by the Chair of the Governors.
- There are **no circumstances** e.g. compromise agreements, termination of contract, nonrenewal, termination the placement of an ITT students etc. that will prevent a referral being made to the DBS
- The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

Recording allegations of abuse

- We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained.

Dismissals

- 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). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

Allegation outcomes

The following definitions that should be used when determining the outcome of an allegation:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Appendix 7 – Operation Encompass- Processes and Procedures

Operation Encompass

Designated Safeguarding Lead and Key Adult: Mrs Boulton

Deputy Designated Safeguarding Lead: Mr Whittell and Mr Sullivan

Deputy Key Adult (if different to the Deputy DSL)

Operation Encompass operates in the majority of 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 in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse. the police will inform the key adult (usually the designated safeguarding lead) in school prior to 9.00 am before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable silent or overt support to be given to the child according to their needs.

AIMS

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford's Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

- Police have been called out to a domestic abuse incident
- The child is present in the household at the time of the incident
- The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

SILENT SUPPORT EXAMPLES	OVERT SUPPORT EXAMPLES
<ul style="list-style-type: none"> • Flexible application of school rules for example uniform, homework etc. • Understanding and flexibility in expectations in terms of:- <ul style="list-style-type: none"> - Behaviour - School Work • Opportunities for one-to-one time with teacher to provide opportunities to talk for example ‘helping with a job’ • Review lesson plans to ensure appropriateness for the child on the day • Systems for spare uniform, lunch etc. • Child knowing who they can talk to • Checking collection arrangements at the end of the school day 	<ul style="list-style-type: none"> • Using tools to understand child experiences, for example 3 Houses. More resources are available here. https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf/voice-of-the-child/ • Talking to parents/carers • Use the Early Help Assessment process to access additional support • Develop safety planning with the child • ‘Healthy Relationships’ class sessions (EG Real Loves Rocks) • Consult with the Early Help School Coordinator

Operation Encompass do not advocate the automatic response of telephoning home once an operation encompass notification has been received. This could potentially place either the adult or child victim in danger. The response should be assessed on a case-by-case basis and needs sensitivity and a real understanding of the risk. If the school is unsure of the level of risk, the Key Adult will contact The Bridge Partnership and take advice from them.

If the school receives a notification related to a young person who is Electively Home Educated we will contact The Bridge Partnership for a considered case by case approach on making contact with both the adult and child victim.

LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.

Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual’s right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent [Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018](#)

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

ROLES AND RESPONSIBILITIES

i. POLICE

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

- The name, age, date of birth, home address and school attended of the child.
- The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child's involvement in the incident.
- An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the DAB (Domestic Abuse) record within IOPS (Integrated Operating Police Operating System) acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

i. SCHOOLS' RESPONSIBILITY

The School will identify the Key Adult and Deputy responsible for the OE information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding). The Key Adult will undertake the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. [Online Key Adult Training: Operation Encompass](#)

The school's Key Adult or Deputy will check the notifications each morning before children arrive in school.

The Headteacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult's absence.

The School's Encompass mailbox will be checked every morning and reviewed as needed throughout the school day, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The school is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

Child Absence Following an Incident

Where a notification is made and a child is not in school, the school will consider the following:

- The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.
- The schools key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.
- Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -
 - **Home Visit** – After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child’s safety are identified during the home visit, referrals to Children’s Social Care and the Police may need to be made.
 - **Referral to Children’s Social Care** - Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge.
When the child returns back to school, the key adult will revisit the offer of parent/child support.

Supporting Children who are or have experienced Domestic Abuse

The school is aware that Harbour offers a range of support to young people in Salford aged 0-18 who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. Their interventions are focused on supporting children and young people to form positive relationships. The school is aware of the systems used for making a referral. [Access the domestic abuse toolkit | Salford Safeguarding Children Partnership](#)

Working with Parents and Carers

The school is signed up to the protocol to raise parents’ awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and **in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Safe in Salford, Victim Support or Women’s Aid using the following details:

Updated – February 2024

<https://www.salfordfoundation.org.uk/sisprofessionals/>
Women's Aid; Home - Women's Aid (womensaid.org.uk)
<https://www.victimsupport.org.uk/>

If there is uncertainty around a referral to Safe in Salford, Victim Support/Women's Aid, contact should be made with the Bridge Partnership 0161 603 4500

Multi-agency Risk Assessment Conference (MARAC) and Encompass

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children's services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan. MARAC meets every week in Salford.

There may be occasions where parents/carers of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

Will the Police refer to Bridge Partnership every time they attend a DA callout where a child is present?

Police agreed referral criteria with Bridge Partnership;

A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse incidents (recorded as a DAB on IOPS - Integrated Operating Police Operating System) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3rd reported incident in last 12 months

OR It is a child caller to Police/Emergency Services

OR When either the victim or perpetrator is known to be pregnant

OR When there is a child abuse marker (CA) on the address

OR The incident involves a perpetrator subject to licence or Community Order

OR If previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care.

Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

Encompass Parents Awareness Letter

Dear Parent/Carer,

Re: Operation Encompass

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. **At Branwood our Key Adult is Mrs Boulton.** They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident. We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families.

More information can be found at <https://www.operationencompass.org/>. However, if you have any concerns or questions regarding Operation Encompass, please don't hesitate to contact Mrs Boulton and she will be happy to discuss them with you.

Thank you for your continued support

Mrs Lisa Boulton
Deputy Head and DSL

Operation Encompass Police Log Sheet

Police Reference Number (FWIN - Force Wide Incident Number)		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident:			
Additional school information including other Encompass contacts:			
Actions taken and Impact:			