



Springwood Primary School

Safeguarding and Child Protection Policy

Headteacher: Mrs. Jacqui Wennington

**Springwood Primary School
Barton Road
Swinton M27 5LP
Tel: 0161 778 0022**

**Springwood Primary School
Preston Avenue
Irlam M44 5XB
Tel: 0161 921 2170**

Headteacher:	Jacqui Wennington
Written by:	Judith Pitt
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Ratified by Governors:	FGB
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Key Contacts

Designated Safeguarding Lead – Judith Pitt / Aidan Yates (Swinton)
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Matthew Lawrenson (Craig Hall)
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Designated Looked After Children Lead – Judith Pitt / Aidan Yates
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Designated Mental Health First Aid Lead – Judith Pitt / Aidan Yates
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Deputy Designated Safeguarding Lead (Headteacher) – Jacqui Wennington
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Deputy Designated Safeguarding Lead (Deputy Headteacher) – AnnMarie Walker (Swinton)
(Tel: 0161 778 0022; Email: A.Walker@salford.gov.uk)

Deputy Designated Safeguarding Lead (Assistant Head) – Jeanette Woodward (Craig Hall)
(Tel: 0161 921 2170; Email: jeanette.woodward@salford.gov.uk)

Named Appropriate Adults – Designated and Deputy Designated Safeguarding Leads

Family Liaison Officers – Rachael Croft and Faye Kehoe
(Tel: 0161 778 0022; Email: rachael.croft@salford.gov.uk; faye.kehoe@salford.gov.uk)

Named Governor for Child Protection – Craig McCabe
(Email: craig.mccabe@lancashire.pnn.police.uk)

The Bridge Partnership – for child protection referrals – 0161 603 4500.
The e mail address is worriedaboutachild@salford.gov.uk

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

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

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 requests 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 should be considered alongside school child protection procedures (Appendix 2) and other related policies in school. These are (for example)

- **Supporting Pupils with Medical Needs**



Medical Conditions
Policy

- **School Security**



Lockdown Policy
(Swinton)



Lockdown Policy
(Craig Hall)

- **Staff Code of Conduct Policy**



Staff Code of
Conduct

- **Anti-bullying (including cyber ,homophobic and gender based bullying)**



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.1 Bullying.docx



Anti-bullying policy

- **Child on Child Abuse**



Peer on Peer Abuse
Policy

- **Sexual Violence and Sexual Harassment Policy**



Sexual Abuse and
Sexual Harrassment P

- **Special Education Needs**

[http://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html?
zoom_highlight=disabilities](http://greatermanchesterscb.proceduresonline.com/chapters/p_ch_with_disabilities.html?zoom_highlight=disabilities)

- **Health and Safety**



Health and Safety
Policy (Swinton)



Health and Safety
Policy (Craig Hall)

- **Online Safety and Mobile Technology**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_online.html?zoom_highlight=online+safety



Online Safety Policy

- **DFE Guidance - Harmful online challenges and online hoaxes**



DFE
HarmfulOnlineChall

- **Educational Visits Policy**



Educational Visits
Policy

- **Handling Allegations of Abuse Against Staff**

http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html?zoom_highlight=safes+working

- **Whistleblowing**



Whistleblowing
Policy

- **Safer Recruitment**

http://greatermanchesterscb.proceduresonline.com/chapters/p_safe_rec.html?zoom_highlight=safes+Recruitment



Safer Recruitment
Policy

- **PSHE**

- **Children Missing Education**

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/school-attendance-behaviour-and-welfare/children-missing-education/>

https://greatermanchesterscb.proceduresonline.com/chapters/p_ch_missing_educ.html

- **Child Sexual Exploitation**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ab_sexual_exploit.html?zoom_highlight=child+sexual+exploitation

<https://safeguardingchildren.salford.gov.uk/professionals/child-sexual-exploitation-and-missing-from-home/>

- **Human Trafficking and Modern Slavery**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_trafficked.html



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4.4 Children Victims

- **Female Genital Mutilation FGM**

http://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html?zoom_highlight=fgm



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porting_-_procedural

- **Prevent Duty**

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html?zoom_highlight=radicalisation



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.5 Safeguarding CYP

- **Emotional Well Being/Mental Health / Suicide/ Self Harm policies**

https://greatermanchesterscb.proceduresonline.com/chapters/p_suicide_self_harm.html

- **Healthy Relationships/SRE**



Relationships_Educ
ation__Relationship

- **Self Harm Policy**



SelfHarmPolicy&Appendices.zip

- **Resolving Professional Disagreements, Effective Challenge and Escalation Policies**



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Professional Disagre



Effective-challenge-
and-escalation-proc

NB This list is not exhaustive

1. Introduction

- 1.1. Springwood School is a primary special school based on Barton Road, Swinton, Salford and the Early Years / KS1 provision is based at the Craig Hall site on Preston Avenue, Irlam, Salford. This policy sets out Springwood School's commitment to safeguarding and promoting the welfare of children who attend the school.
- 1.2. Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond.

There are three main elements to our Safeguarding Policy:

- (a) **Prevention**
To provide a positive atmosphere in which pupils feel able to communicate to staff any worries they may have and to develop positive relationships with parents and carers.
- (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 and governors. 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' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, Information Sharing Advice for Safeguarding Practitioners (2018), and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects 'Keeping Children Safe in Education' September 2022.

The Governing body 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.

2. School Commitment

- 2.1. We recognise that high self- esteem, mental and physical health well-being, 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** (Appendix 16) and establish/maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. This will be facilitated by staff within the class team. There are also posters around school signposting pupils to the DSLs.

- (c) Establish and maintain an ethos where children are supported with their Emotional Well Being and Mental Health. Four staff are trained in Mental Health First Aid and will provide support to pupils as needed, including signposting them to other sources of support.
 - (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 RSHE programme 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, which became mandatory from September 2020, which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. They are also 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. All learning is as appropriate to their level of understanding.
(As seen in PSHE / PSED curriculum plans).
 - (f) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.
 - (g) Ensure that there are systems in place to encourage parents to contribute views and ideas related to developments of the school within the community.
 - (h) 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 and school will be aware of any potential online risks for our children.
- 2.2 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. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools should 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.
- 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 Headteachers 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 should

make sure their approach is child-centred. This means that they should 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 Board (SSCB) or the Salford Safeguarding Children Partnership (SSCP). SSCP is a multi-agency forum that holds shared responsibility in promoting and safeguarding the children of Salford. SSCP members are senior representatives of key statutory agencies and others in Governance roles who have sufficient understanding and knowledge of safeguarding and welfare concerns to commit to agreed actions of their staff groups. Schools are represented by Karen Armfield, Head Teacher at Boothstown Methodist Primary School.

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 school for the current year are listed in the key contacts section on page 2 of this document.

Designated Safeguarding Lead

- 3.2 The Governing Board 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 is explicit in the role holder's job description (as outlined in Annex C of Keeping Children Safe in Education September 2022.)

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.

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 or college 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.

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.
- 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, eg discuss with parents, or refer case as required of suspected abuse and neglect 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 \(accessible\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/81226/PACE_Code_C_2019_accessible.pdf) - [GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Act as a point of contact with the safeguarding partners.
- Ensure that the SSCP Challenge and Escalation policy (see Appendix 14) is shared with all staff and how it is used, by the school, when professional disagreements about a child cannot be resolved.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, Senior Mental Health Leads and SENCOs) on matters of safety, 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 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 its cohort of children who have or have had a social worker are,
 - understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - 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. 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 that 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 (ACEs) 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
 - 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
 - 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.
- 3.4 Governing bodies of maintained 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. (Refer to the Looked After Children Policy for more detail).
- 3.5 The Designated Cared for Children Lead needs to work in partnership with the Designated Safeguarding Leads, the Mental Health First Aid Leads 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. In maintained schools, the Cared for Children Designated Lead should work with the Virtual School Head to discuss how that funding can be best used to support the progress of Looked After Children in the school and meet the needs identified in the child's Personal Education Plan.

Governing Bodies

- 3.6 Governing bodies must ensure that they comply with their duties under legislation. They must have regard to the Keeping Children Safe in Education 2022 guidance, ensuring that Safeguarding

policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

- 3.7 Governing bodies will ensure that all governors 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 school 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 proprietors will be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (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

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

Governing bodies 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 should 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.
- ensures 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 online and in their daily life.
- ensures that those staff who work directly with children read **at least** Part One and Annex B of this guidance 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.

A Safeguarding report is provided for Governors at every School Improvement Committee meeting, which are held on a termly basis, and as part of the Headteacher's report to the Full Governing Board.

Headteacher

- 3.10 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.
- 3.11 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.
- 3.12 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.
- 3.13 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.

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 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

Policies – 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>

We take account of local supporting pathway guidance and additional policies from Salford Safeguarding Children's Board 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. The Early Help Assessment is a tool for the early help assessment of need [support-and-safeguarding-january-2022.pdf \(salford.gov.uk\)](#) (Appendix 1)

For more about 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 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 immediately and 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 the Springwood School policies and procedures on Safeguarding and Child Protection the following questions 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, throughout the school year.
- 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 Safeguarding policy;
 - the Behaviour and Physical Intervention policy;
 - the staff code of conduct (including low level concerns, allegations against staff, and whistle blowing);
 - the safeguarding response to children who go missing from education;
 - the role of the Designated Safeguarding Leads (including the identity of the Designated Safeguarding Leads and any Deputies).
- Part 1 and Annex B of Keeping Children Safe in Education 2022
- All existing staff including teachers, teaching assistants, administrators, welfare staff, and contractors will be made aware of and have access to copies of Keeping Children Safe in Education 2022 Part 1 and Annex B as well as any updated school policies and procedures. Although KCSiE 2022 suggests

that staff who do not work directly with children MAY only be required to read Annex A, Springwood 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 will be informed of the School's duties and responsibilities under the policy and procedures in a range of ways that reflects a diverse ability to use methods of communication. Therefore, as well as the use of general methods (such as the school website and one-to-one conversations, use of audio facilities and online technology), consideration should also be given to the ability of parents to access these.

For Springwood School's Child Protection Procedures, see Appendix 2, 3, 4 and 5.

6. Training and Support

- 6.1 Our school will ensure that the Designated Safeguarding Leads, Deputy Safeguarding Leads, all staff working in the school, and all Governors attend training relevant to their role 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.

All new staff will receive induction in Child Protection procedures and all staff will receive an update every 18 months, which will be delivered by staff from the Whole School Safeguarding Service (as agreed in the SLA), and annual updates from the Designated Safeguarding Leads.

Staff are kept informed on current Child Protection issues by the Designated Safeguarding Leads, during staff meetings. All staff have the opportunity to raise any safeguarding concerns at staff meetings. The Senior Leadership Team meet on a weekly basis with the school nurses to discuss any safeguarding concerns within school.

Learning from Serious Case Reviews, Learning Reviews and Audits is disseminated to **all** staff by the Designated Safeguarding Leads and embedded into staff practice.

Prescribed Whole School and Designated Safeguarding Lead Safeguarding Training Requirements

- 6.2 There is an agreed set of prescribed training requirements in Salford for school staff, as follows:
- 6.3 **All School Staff** – All school staff who do not have designated lead responsibility for child protection are required 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, then all staff in the school should know who to contact if they are concerned about a child so all new staff receive appropriate training and induction so that they clearly understand their roles and responsibilities.

6.4 Designated Safeguarding Leads and Deputies – As a minimum, the Designated Safeguarding Leads and Deputies should 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. Depending upon the circumstances of the school, Ofsted may require that the Designated Persons attend additional refresher training.

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 Inclusion and 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 (ACEs) and Childhood Trauma
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation (Appendix 6)
- 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 (Appendix 7), Honour Based Violence, Breast Ironing, Infant Oral Mutilation
- Neglect (Appendix 6)
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death
- Sexual Abuse (Appendix 6)
- Child Sexual Exploitation (Appendix 6)
- Preventing radicalisation/WRAP training (Appendix 8)
- Equality and Diversity and Sexual Orientation

- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- 'Upskirting' which is a criminal offence under the The Voyeurism Offences Act (April 2019)
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery (Appendix 9)
- Illegal Money Lending
- Safeguarding and Healthy Relationships
- Child on Child abuse (Appendix 11)
- Sexually Harmful Behaviour, Sexual Harassment (Appendix 12)
- Stalking and mate crime
- Emotional Well Being and Positive Mental Health
- The Role of the Appropriate Adult
- Any additional training or event related to serious case reviews

The latest SSCP courses, seminars and e-learning courses are on:

<https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/courses/>

7. Information Sharing and Confidentiality

- 7.1 It is important that governing bodies and proprietors 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. See ICO guidance [ico.org.uk - ico Resources and Information](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/), which includes information about the school's obligations and how to comply, including protecting personal information and providing access to official information.

The school and the Designated Safeguarding Lead will have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulations (GDPR).

- 7.2 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. Staff are made aware during induction training 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 2022.

It is important to ensure that matters relating to the safeguarding of pupils are treated in the strictest confidence. Consequently any member of staff with a safeguarding concern is required to address this concern with the Designated Safeguarding Leads or Deputies. Under no circumstances should safeguarding concerns be discussed with colleagues or any person outside the school. Breaches in confidentiality will be addressed through the Local Authority's disciplinary procedures.

Information in relation to safeguarding concerns will be shared on a **need to know** basis and may result in members of staff not being fully informed about issues relating to certain pupils. Sometimes, members of staff may report concerns and never learn the consequences of their report despite the fact that significant changes have been brought about for the pupil's well-being.

- 7.3 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. Wherever possible, consent should be obtained

before sharing personal information with third parties **but may be waived in the circumstances set out below.**

- 7.4 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. “It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.” (Paragraph 119, Keeping Children Safe in Education September 2022)
- 7.5 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.
- 7.6 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.
- 7.5 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. Schools should identify their scheme of delegation for such decision making. However, it should also be clear that 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.
- 7.6 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 with limited access, as records will only be accessed by those who need to see them, and kept separate from the child’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, including ACEs, 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 (including in year transfers), the Designated Safeguarding Lead should 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. (This includes electronic transfer of information on CPOMS). Receiving schools should ensure key staff, such as Designated Safeguarding Leads and SENCOs are aware as required.

When staff have a Child Protection concern, the concern is recorded on CPOMS by the staff member concerned outlining what has been observed or what a pupil has said. The Designated Safeguarding Leads (and the Deputy Safeguarding Leads) are immediately notified via CPOMS about information recorded. The DSL will then respond to the concern raised as thought appropriate and this is recorded on CPOMS.

Where there are some concerns about a pupil's presentation, the class team will record aspects of the pupil's presentation each day on CPOMS. The issues about presentation should be addressed initially with the parents/carers by the class team through the home-school book /email or a phone call.

If there are other concerns, after discussion with a Designated Safeguarding Lead, this will be recorded on CPOMS. These concerns should also be addressed with the parents/carers via the home-school book / email or phone calls.

- 8.3 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. Bullying incidents are to be recorded on CPOMS.

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 Leads will liaise with school staff over 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. Where appropriate an Early Help Assessment should be carried out (with the consent of the parent/carer. The Early Help Locality School Coordinators are available for support prior to starting an Early Help Assessment and to clarify if a previous Early Help or Family Assessment has already been completed.
- 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:
- The curriculum, to encourage self-esteem and self-motivation;
 - 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;
 - The implementation of school behaviour management policies;
 - The implementation of a Child on Child Abuse policy;
 - 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;
 - Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
 - A commitment to develop productive, supportive relationships which involve working in partnership with parents/carers whenever possible and so long as it is in the child's best interests to do so;
 - 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 and 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 disability without further exploration;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- 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 school, or understand the consequences of doing so.

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

The school recognises that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT 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.

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. Any police incidents are reported to school via Operation Encompass (see Appendix 13).

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; 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 to 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, 2022”, and specifically Home Office resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People”, and “Education Against Hate” online resource.

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 call 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 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 Safeguarding Leads who have 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. Pupils should not be examined but staff could see evidence of FGM when a child requires intimate care, and 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 Leads and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (ie 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 should follow local safeguarding procedures.

- 10.11 Children and young people who are privately fostered can also sometimes require additional support. Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Where staff are aware that a private fostering arrangement has been in place for more than 28 days and Social Care are not aware of this, this information will be passed on to the Bridge Partnership.

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. Springwood 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, by referring 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/carers 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.

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 online
- gangs, youth violence and county lines
- gender-based violence / violence against women and girls (VAWG)
- voyeurism, including 'upskirting'
- 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. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

This school monitors attendance carefully and will address poor or irregular attendance without delay. We 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 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 (2022), 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.
- 3 Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- 4 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 cyberbullying, racial bullying, 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 should 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.

11. Safer schools, safer staff

- The 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 about sexual matters.

- The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies¹.
- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- Every new member of staff will have identity checks; a list 99 check; barred from teaching and barred from management checks as required.
- 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 impacts 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:
 - What steps has the school taken to reduce the possibility of abuse by school staff and anyone else working within the school setting?
 - 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?
 - What to do if they have concerns, including low level concerns, about the behaviour / conduct of the Headteacher or other members of staff (including supply staff), contractors and volunteers, which do not meet the safeguarding thresholds but are still a concern (often referred to as 'low level' concerns).
 - That where the school is not the employer of a member of staff (including supply teachers, contractors and volunteers) the school 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.
 - What organisational, personal or professional difficulties can get in the way of protecting children?
 - What guidance is given to school staff about physical contact with pupils and working in a one-to-one situation with a pupil?
 - What are the implications of this policy in terms of working with all parents/carers in school?

¹ Child protection and safeguarding are multi-agency responsibilities. These responsibilities are best discharged when practitioners have a good understanding of each other's role. Such opportunities can be provided by SSCP training or, for example, by schools arranging for occasional meetings with other agencies in their locality.

- 11.1 **All** staff, students (except those still at high school) and volunteers have a current enhanced DBS check. Students and volunteers are not left alone with pupils at any time. Staff who are alone with pupils should be in view of other staff, where possible.
- 11.2 If a member of staff has information which suggests an adult who works with children (in a paid or unpaid capacity) has:
- behaved in a way that has harmed or may have harmed a child
 - possibly committed a criminal offence against, or related to, a child
 - behaved towards a child/ren in a way that indicated s/he is unsuitable to work with children;
- they should speak immediately with the Headteacher. The Headteacher will consult with/make a referral to the Local Authority Designated Officer (LADO) or, in their absence, another member of The Bridge Partnership. If the allegation is against the Headteacher, the member of staff should speak to the Chair of Governors and/or the LADO.
- 11.3 The following basic ground rules applied with professional judgement will promote confidence and trust in staff:
- **Respect privacy without compromising safety** - when 1:1 work with a pupil is necessary, then have this in a room with visual access or the door open and/or with another adult in a nearby area.
 - **Think carefully about physical contact** - pupils may need comfort when they are upset, but offering physical comfort must be carefully judged. Even with younger pupils, think about the context and circumstances before responding to a pupil's wishes for physical comfort. Show respect and ask the pupil first.
 - **Use of social networking** - Social networking is a way of life for most young people and many adults. However adults working with children and young people should review their use of social networks as they take on professional responsibilities. Strong passwords should be used and security settings should be applied so that you control all access to your profile.
 - **Restraint or physical intervention is a last resort, only to be used when necessary to protect a child or others** - the school and Local Authority guidelines on restraint or physical intervention should be observed, and in all situations, every effort should be made to defuse a situation before taking any action physically (see school Behaviour Policy).
 - **Dignity and privacy** - Staff responsible for the personal care of disabled pupils should take care to provide privacy for the pupil and respect his/her preferences for care, while ensuring other staff are aware of the care activities.
 - **Appropriate relationships with children and young people** - if a pupil is becoming inappropriately attached to a member of staff, or a member of staff is developing feelings for the pupil not appropriate to a professional relationship, then the advice of a senior colleague or the Head should be sought.
 - **Be aware of language** - Staff should be aware that remarks which some pupils understand as fair and humorous can be viewed by others as hurtful and embarrassing. In particular, staff should avoid using humiliation or sarcasm as a form of discipline or to assert authority. Staff should model respect to their pupils.
 - **Share concerns** - A climate of openness in school is essential for everyone to work well together. The careless actions of one member of staff can affect the whole school, so all staff should report any concerns about their colleagues to a senior manager, for everyone's sake.

- **Promote personal safety education** - There are many opportunities in school to enable children and young people to learn skills and knowledge to help keep them safe. This can take place within personal, social and health education, but many other activities help children and young people to build their resilience.

11.4 If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistleblowing policy and be aware 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
- a 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.

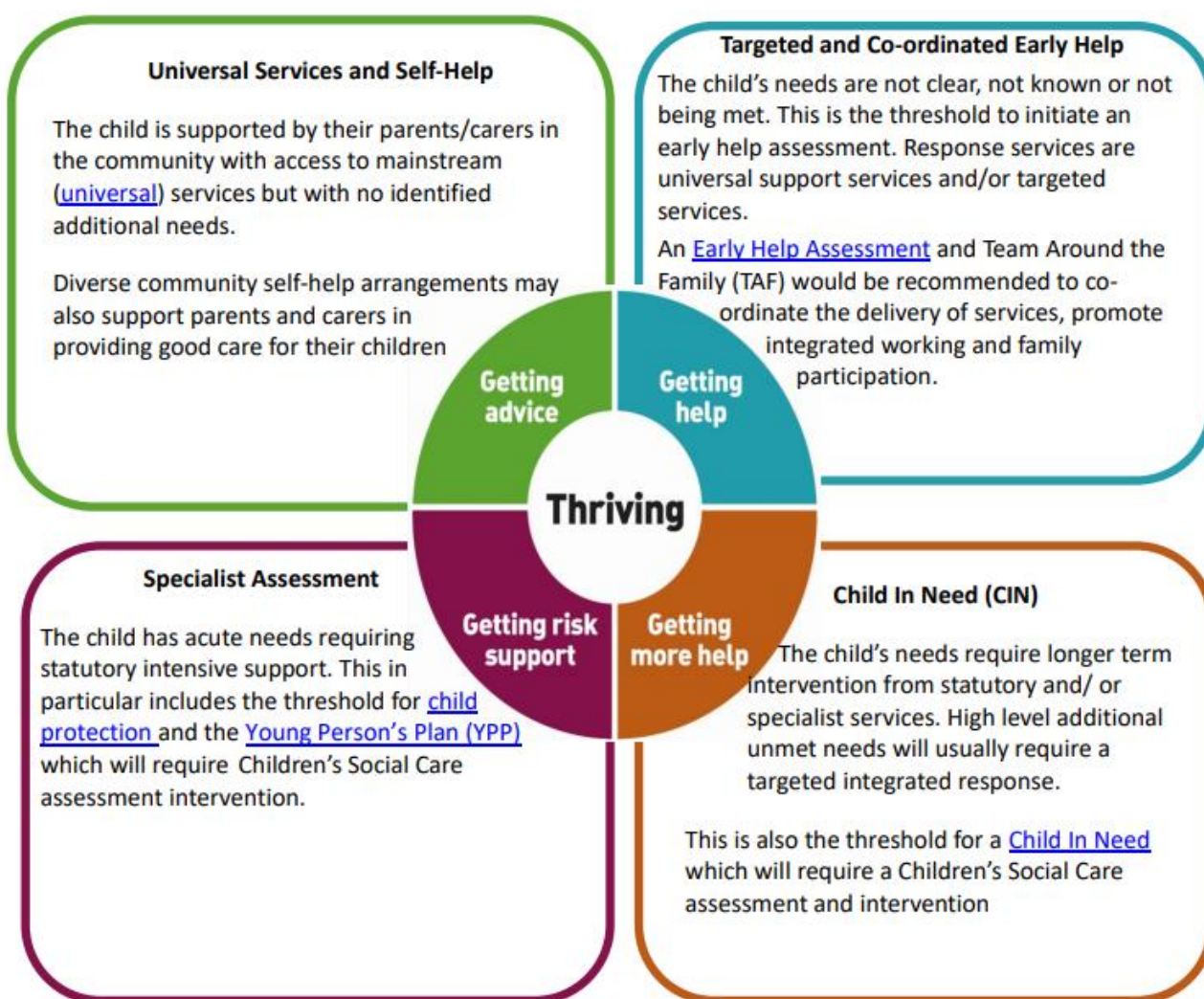
Appendix 1

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 Deputy DSLs 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 Leads are: Judith Pitt / Aidan Yates (Swinton)
Matthew Lawrenson (Craig Hall)**

**The Deputy Designated Safeguarding Leads are: Jacqui Wennington
AnnMarie Walker (Swinton)
Jeanette Woodward (Craig Hall)**

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 the Designated Safeguarding Lead 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 Leads

Rules of confidentiality mean that it may not always be possible or appropriate for the Designated Lead 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. Our Family Liaison Officers will support any families who are at Team Around the Family.

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. Our Family Liaison Officers will support any families who are at Child in Need.

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:

- (a) He/She is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision for him/her of services by a local authority;
- (b) His/Her health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) 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 Leads 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 need to 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 (eg 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 and 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 Designated Safeguarding Lead 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(s) will be obtained (and child/young person 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 not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(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 should 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 will, ***under most circumstances, be informed*** that a child protection referral is to be made. **The criteria for not informing parents 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 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 Family 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

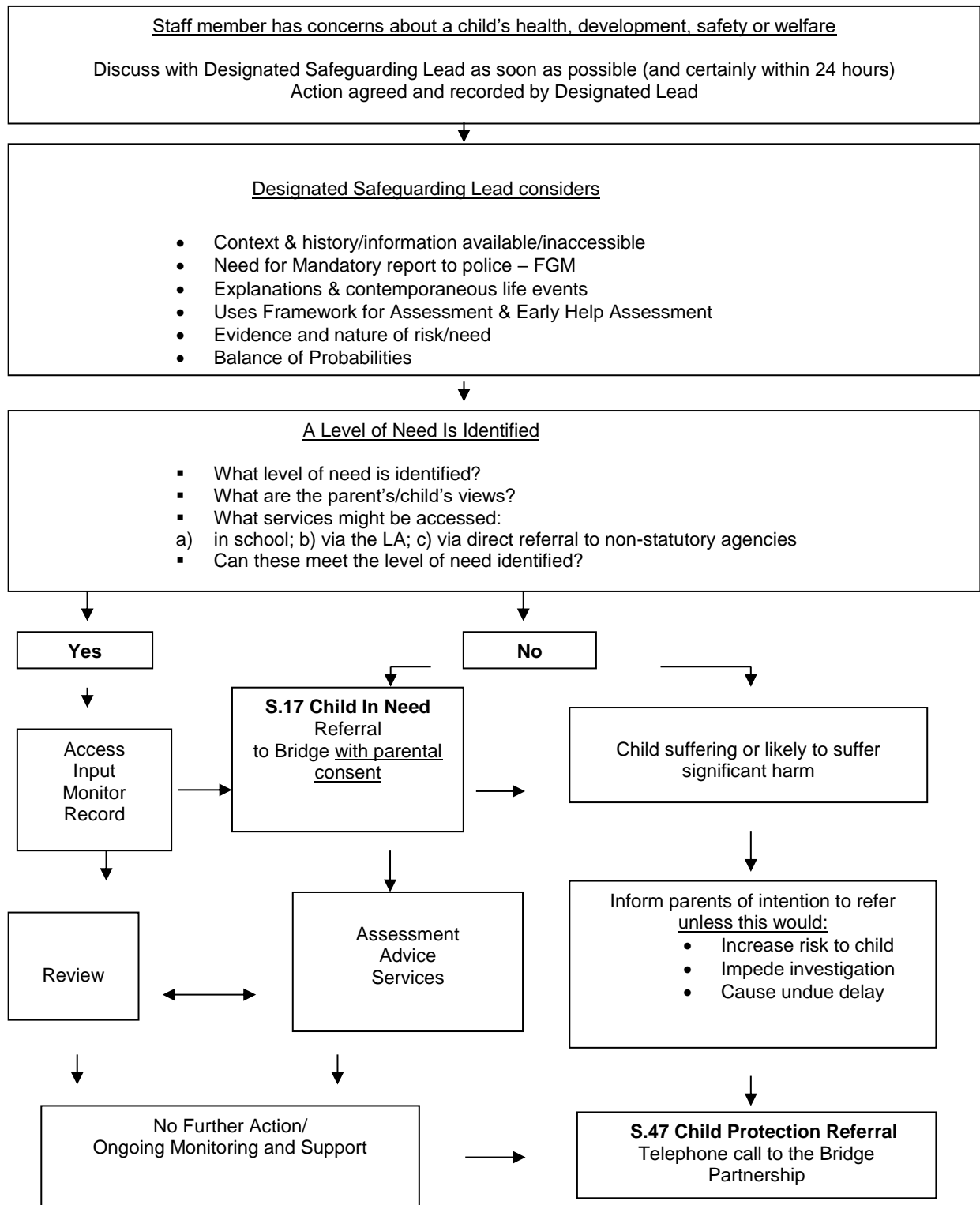
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should 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 2018 definitions of abuse?
- ☐ Are there cultural, linguistic or disability issues?
- ☐ Am I wrongly attributing something to impairment?
- ☐ 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?
- ☐ Child's reaction?
- ☐ Child's perception of the harm?
- ☐ Child's needs, wishes and feelings?
- ☐ Parent's/carer's attitudes/response to concerns?
- ☐ How willing are they to cooperate?
- ☐ 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 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 Safeguarding Lead).
- 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

- 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 recorded on CPOMS 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 are 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

Child Protection procedures at Springwood

Responding to Safeguarding Concerns

Swift and immediate action is required of all members of the staff team where there is a concern for a pupil's well-being. All members of staff have a duty and responsibility for all pupils in the school in respect to safeguarding concerns. Safeguarding concerns cannot be passed from one member of staff to another but must be brought promptly to the attention of a Designated Safeguarding Lead or Deputy Safeguarding Lead.

A clear process for the reporting of concerns about abuse or neglect is outlined below:

1. If any member of staff has a concern (neglect, emotional, physical or sexual abuse), this should be reported **IMMEDIATELY** to a Designated Safeguarding Lead or, in their absence, a Deputy Safeguarding Lead. **Do not** wait until a break time or until the end of the day: report **immediately**.
2. The member of staff should record the incident on CPOMS.
3. The Designated Safeguarding Lead or the Class Teacher then sees or talks to the child where appropriate and gathers accurate information. A body map may be completed if there is evidence of a physical injury. Following this investigation, the Designated Safeguarding Lead leading the investigation will decide what further action needs to be taken.
4. If the Designated Safeguarding Lead judges that the concern needs to be passed on, they will contact the Bridge Partnership. The details of the incident and any subsequent action/information about concerns is to be passed on **immediately** to the Bridge Partnership, so that appropriate action to protect a child or a member of staff may be taken.
5. Where appropriate, the Designated Safeguarding Lead liaises with the pupil's parent/carer.
6. The assigned Social Worker follows their procedures in investigating the incident, liaising with the Designated Safeguarding Lead at Springwood School.
7. If allegations/concerns are substantiated and go to a Child Protection Conference, the pupil may become subject to a Child Protection plan.

Appendix 6 - What is Abuse and Neglect?

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone 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. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others, eg via the internet. They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are five types of child abuse:

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

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.

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.

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

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.

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 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' 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 being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

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. becoming aggressive 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 A 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;
- 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

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 2022' contains additional information about specific forms of abuse.

Bullying

Bullying is not always easy to recognise as it can take a number of forms

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Signs that a child may be being bullied can be:

- coming home with cuts and bruises
- torn clothes
- asking for stolen possessions to be replaced
- losing dinner money, travel passes etc
- falling out with previously good friends
- being moody and bad tempered
- wanting to avoid leaving their home
- aggression with younger brothers and sisters
- doing less well at school
- sleep problems
- anxiety
- becoming quiet and withdrawn

Appendix 7

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities

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

Appendix 8

Extremism and Radicalisation

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 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.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces, whether in this country or overseas.

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 pupils who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

The Prevent duty requires schools to have "due regard to the need to prevent people from being drawn into terrorism." The statutory Prevent guidance summarises the requirements on schools in terms of 4 general themes: risk assessment, working in partnership, staff training and IT policies.

- The risk of pupils being drawn into terrorism is assessed, including support for extremist ideas that are part of terrorist ideology. This includes a general understanding of the risks affecting children and young people in our 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.
- The Prevent duty builds on existing local partnership arrangements. Safeguarding arrangements take into account the policies and procedures of the SSCB.
- Prevent awareness training equips staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas. All staff at Springwood have received this training.
- Internet filtering is in place to ensure the pupils are safe from terrorist and extremist material when accessing the internet in school.

Channel

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.

The Prevent Lead in Salford is Cathy Starbuck and any referral would be made after a conversation with Cathy. A referral form for Channel should be completed and there should be parental consent, unless there are concerns about the parents.

Appendix 9

Trafficking of Children

Trafficked children are at increased risk of significant harm because they are largely invisible to the professionals and volunteers who would be in a position to assist them. The adults who traffic them take trouble to ensure that the children do not come to the attention of the authorities, or disappear from contact with statutory services soon after arrival in the UK or in a new area within the UK.

Most children are trafficked for financial gain or sexual exploitation. This can include payment from or to the child's parents, and can involve the child in debt-bondage to the traffickers. In most cases, the trafficker also receives payment from those wanting to exploit the child once in the UK or a different region of the UK. Some trafficking is carried out by organised crime groups (OCGs). In other cases, individual adults or agents traffic children to or within the UK for their own personal gain. The exploitation of trafficked children may be progressive. Children trafficked for domestic work may also be vulnerable to sexual exploitation or children initially trafficked for sexual exploitation may be resold.

Children may be used for:

- Sexual exploitation, eg child sexual abuse, child abuse image
- Domestic servitude, eg undertaking domestic chores, looking after young children
- Labour exploitation, eg working in restaurants, building sites, cleaning
- Enforced criminality, eg begging and pickpocketing, cannabis cultivation, drug dealing and trafficking
- Benefit fraud, eg children registered with multiple identities so the adult / trafficker can claim multiple benefits
- Illegal adoption
- Forced marriage
- Female genital mutilation
- Trade in human organs and in some cases ritual killing
- Sham Marriages, eg children may be used to make a sham marriage appear more realistic, this includes children being born specifically to consolidate a marriage.

This list is not exhaustive.

Benefit Fraud

In Greater Manchester, the picture of Modern Slavery and Trafficking is becoming increasingly complex as the traffickers develop new ways of exploiting children, for example, there has been an increase in the number of children exploited for benefit fraud. In one case a child was

registered at two different schools using two different names. This was only identified when the child attended the wrong school, wearing the wrong school uniform on the wrong day. Monitoring missing episodes from school is critical to identifying this.

Babies are also being used for benefit fraud using multiple identifies. In one case a health visitor identified this when visiting an address to weigh one baby and then another address a week later to weigh another as it was actually the same baby registered with two different parents at two different addresses. In both these cases the child was being exploited for benefit fraud.

Increasingly children are being born into a 'sham marriage' to make the marriage appear more 'real'. Staged homes are often set up with cards from 'grandparents' congratulating the couple on the birth of the child. The child is a commodity in this arrangement and the current rate is approximately £15000 for a sham marriage including a child. The long term impact on children born into these arrangements is not yet fully understood but these cases raise significant concerns about the emotional and physical impact on the child.

Below are some of the signs and indicators identified by the NSPCC Child Trafficking Advice Centre:

- Spends a lot of time doing household chores
- Rarely leaves their house, has no freedom of movement and no time for playing
- Is orphaned or living apart from their family, often in unregulated private foster care
- Lives in substandard accommodation
- Is not sure which country, city or town they are in
- Is unable or reluctant to give details of accommodation or personal details
- Might not be registered with a school or a GP practice
- Has no documents or has falsified documents
- Has no access to their parents or guardians
- Is seen in inappropriate places such as brothels or factories
- Possesses unaccounted for money or goods
- Is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- Has injuries from workplace accidents
- Gives a prepared story which is very similar to stories given by other children

Signs an adult is involved in child trafficking

There are also signs that an adult is involved in child trafficking, such as:

- Making multiple visa applications for different children
- Acting as a guarantor for multiple visa applications for children
- Travelling with different children who they are not related to or responsible for
- Insisting on remaining with and speaking for the child
- Living with unrelated or newly arrived children
- Abandoning a child or claiming not to know a child they were previously with

Trafficking is first and foremost a safeguarding concern and the usual safeguarding procedures should be followed. In addition to this, if a professional has information about possible victims, perpetrators or addresses /places, no matter how limited, that may be connected to trafficking or modern slavery this information should immediately be passed on to Greater Manchester Police (GMP) via the trafficking inbox at TraffickingandSlavery@gmp.police.uk. This is a secure email address. **If a child is in immediate danger, call 999 at once FOR IMMEDIATE ACTION.**

Whenever a staff member identifies that a child may have been trafficked, they should act promptly before the child goes missing or is abducted and assess the child's levels of need / risk of harm as set out in this guidance.

Appendix 10

Sexting

'Sexting' is when someone sends or receives a sexually explicit text, image or video on their mobile phone, computer or tablet. It can include sexual chat or requests for pictures / images of a sexual nature.

Whether it is illegal depends on what the image is or what the chat involves and who it is sent between. However, it is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a **child or young person under 18 years of age**.

If a sexually explicit picture / image of an adult is sent between adults, there is no sexual offence. If the picture / image is unwanted then there may be other offences such as harassment or blackmail to consider. Any concerns should be reported to the local police station.

If a sexually explicit image of an adult is sent between children, there is no sexual offence but it may, in some cases, be appropriate to speak to Social Care for advice and guidance.

If a sexually explicit image of an adult is sent from an adult to a child, an offence may have occurred and the local police should be contacted on 101 for further guidance.

If it is a sexually explicit image of a child (under 18 years of age), the local police should be contacted on 101 for advice and guidance. Do not delete the image and under no circumstances should the image be saved, sent to another person or shown to anyone else as this may be committing an offence.

If a child, under 18 years of age, takes a sexually explicit image of themselves, that child has committed an offence by making and possessing that image. If that child then sends that image to another person, they have committed a further offence of distributing the image and the person who receives the image will also be liable for an offence of possessing the image. In these cases, local police should be contacted on 101 for advice and guidance. (While offences may technically have been committed by the child / children involved, the matter will be dealt with sensitively and considering all of the circumstances.)

If it is sexually explicit text / chat between adults, including requests for pictures of a sexual nature, there is no sexual offence but, if this communication is unwanted, there may be other offences such as harassment to consider. Any concerns should be reported to the local police station.

If it is sexually explicit text / chat between an adult and a child, including requests for pictures of a sexual nature, there may be a possible offence and the local police station should be contacted on 101 for further guidance. Do not delete or alter any material.

If it is sexually explicit text / chat between children, there may still be a possible offence but, in these cases, the detail of the text / chat should be considered. General sexual references would not necessarily constitute an offence but text / chat that incites a child to engage in sexual activity or to make or distribute sexual images of themselves or another child should be reported to local police for further guidance. Do not delete or alter any material. (While offences may technically have been committed by the child / children involved, the matter will be dealt with sensitively and considering all of the circumstances. In particular, any age difference between the children would be considered.)

If in any doubt, local police should be contacted on 101.

Appendix 11

Hazing

Hazing (or initiation ceremonies) refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group including a new fraternity, team, or club.

Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing is often prohibited by law because it may include either physical or psychological abuse. It may also include nudity or sexual assault.

Child on Child Abuse

Keeping Children Safe in Education 2020 (page 26) states that Governing bodies and proprietors should ensure that their Safeguarding policy includes:

- procedures to minimise the risk of child on child abuse;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

We are committed to ensure that any form of child on child abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child’s emotional and mental health and well-being.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation, etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

As a school we will minimise the risk of child on child abuse by:

- Providing a developmentally appropriate PSHE/ RHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, as appropriate
- Developing robust risk assessments for pupils identified as being a potential risk to other pupils
- Making staff aware of pupils who need to be closely supervised and whose behaviour needs to be monitored

Appendix 12

Sexual Violence and Sexual Harassment between children in schools

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should report this to the Designated Safeguarding Lead or Deputy Designated Lead.

Appendix 13

Operation Encompass

**Designated Safeguarding Leads – Judith Pitt / Aidan Yates (Swinton)
(Key Adults) - Matthew Lawrenson (Craig Hall)**

**Deputy Designated Safeguarding Leads – Jacqui Wennington
- AnnMarie Walker (Swinton)
- Jeanette Woodward (Craig Hall)**

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 • Use the Early Help Assessment process to access additional support • Develop safety planning with the child • 'Healthy Relationships' class sessions • Consult with the School Coordinator

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 in 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 Key Adults 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, ie on CPOMS. Where a child already has such a record, Encompass information will be included within the record.

The Key Adults will be the people 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 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 Adults.

Notifications to the Key Adults 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 Adults responsible for the Operation Encompass information in the school. At Springwood, this is the Designated Safeguarding Leads.

The Key Adults will have undertaken the Online Key Adult Training prior to accessing the schools Operation Encompass inbox - [Online Key Adult Training: Operation Encompass](#).

The school's Key Adults will check the notifications each morning.

The School's Encompass mailbox will be checked every morning and reviewed as needed, 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, ie CPOMS. 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 school's Key Adult will call home and follow up as per attendance protocols. Consideration should be given to undertaking 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** – the Key Adult may consider, at the discretion of the Head Teacher, to carry 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 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

Harbour offers a range of support to young people in Salford aged 5-18 focussed on healthy relationships supporting children and young people who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. They offer a safe space to explore this without judgement to help them form positive relationships

For more information and to make a referral - [Access the domestic abuse toolkit | Salford Safeguarding Children Partnership](#)

Working with Parents

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:

[https://www.salfordfoundation.org.uk/sisprofessionals/Women's Aid; Home - Women's Aid \(womensaid.org.uk\)](https://www.salfordfoundation.org.uk/sisprofessionals/Women's%20Aid;Home-Women's%20Aid(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 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 The 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 and 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 (template)

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 am 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. During the school term, this information will be shared on school days. 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 *insert school name* our Key Adult is *insert details*. 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.

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at *insert details* or you can contact our Key Adult at school *insert details*.

Thank you for your continued support

Chair of Governors

Head Teacher

Operation Encompass – Key Adult Responsibilities and Checklist

Name:

School:

Date

Completed:

Review Date:

Responsibility	School Comment	Achieved
The Key Adult has attended the Encompass briefing and is part of the Senior Leadership Team with Child Protection responsibility.		
The Key Adult must ensure that they have access to the Encompass mailbox along with a Deputy in case of absence.		
Encompass records are managed and stored in the same way as other Child Protection records, in a permission restricted electronic folder or secure and locked cabinet / drawer.		
The Key Adult can identify a person who can deputise in their absence; the Deputy is confident in understanding all aspects of the Encompass model.		
The Key Adult will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other Child Protection information given by other partners such as Social Care.		
The Headteacher / Key Adult will inform parents that the school is part of Encompass, using the exemplar letter template provided, which can be amended to meet the school's individual requirements.		
The Headteacher / Key Adult will inform the Governing Body that the school is part of Encompass and the Governor with responsibility for Safeguarding should have a working knowledge of the project and impact within the school.		
The Key Adult will include information about Encompass in the school's prospectus and safeguarding policies, thus ensuring that all parents are informed of the school's involvement.		

The Key Adult will include information about Encompass on the school's website.		
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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:			

Operation Malmo

Operation Malmo is GMP's notification that a child is involved where a threat to life notice is being issued.

There are 2 different types of Threat to Life notices: TTL Warning and TTL disruption. They can be issued because of an incident or intelligence. There are 3 levels of TTL: Low, Medium and High risk.

Operation Malmo notifications are sent through to the school (using the proforma below). If a child has been issued with a TTL warning notice, then a safety plan can be completed with the Safeguarding team and Children's Services. If the Child's family member has been issued with a warning notice, this does not mean that the child is also a significant risk and school should act accordingly. Exclusion from school will most probably not be required.

GMP (DISTRICT) Operation Malmo Notification

Police Incident Reference Number:		Date:	
Child's name, age and DOB:		Current educational setting(s) attended: (Early Years/ School/College)	
Date and time of incident/intelligence: Date and time of TTL issued:		Address:	
<u>Circumstances of incident:</u>			
<u>Additional information:</u>			
For School Completion			
Name of person receiving notification:		Date & time:	
Safeguarding officer notes:			
<i>For any queries relating to this notification please contact the TTL Safeguarding team on 0161 856 5097 e-mail Salford.ttlsafeguardingteam@gmp.police.uk or the Bridge on 0161 603 4500</i>			

Effective challenge and escalation

Effective partnership working is vital in order to ensure that outcomes for children and families are central to all assessment, planning and intervention. This includes the need to consider differing views and experiences which evidence the value of exchanging ideas and developing critical thinking in regards to how best to achieve improved outcomes. There will be times when disagreements occurred and require informal and possible lead to formal escalation. There needs to be a clear process in place to achieve and evidence this.

Principles in practice:

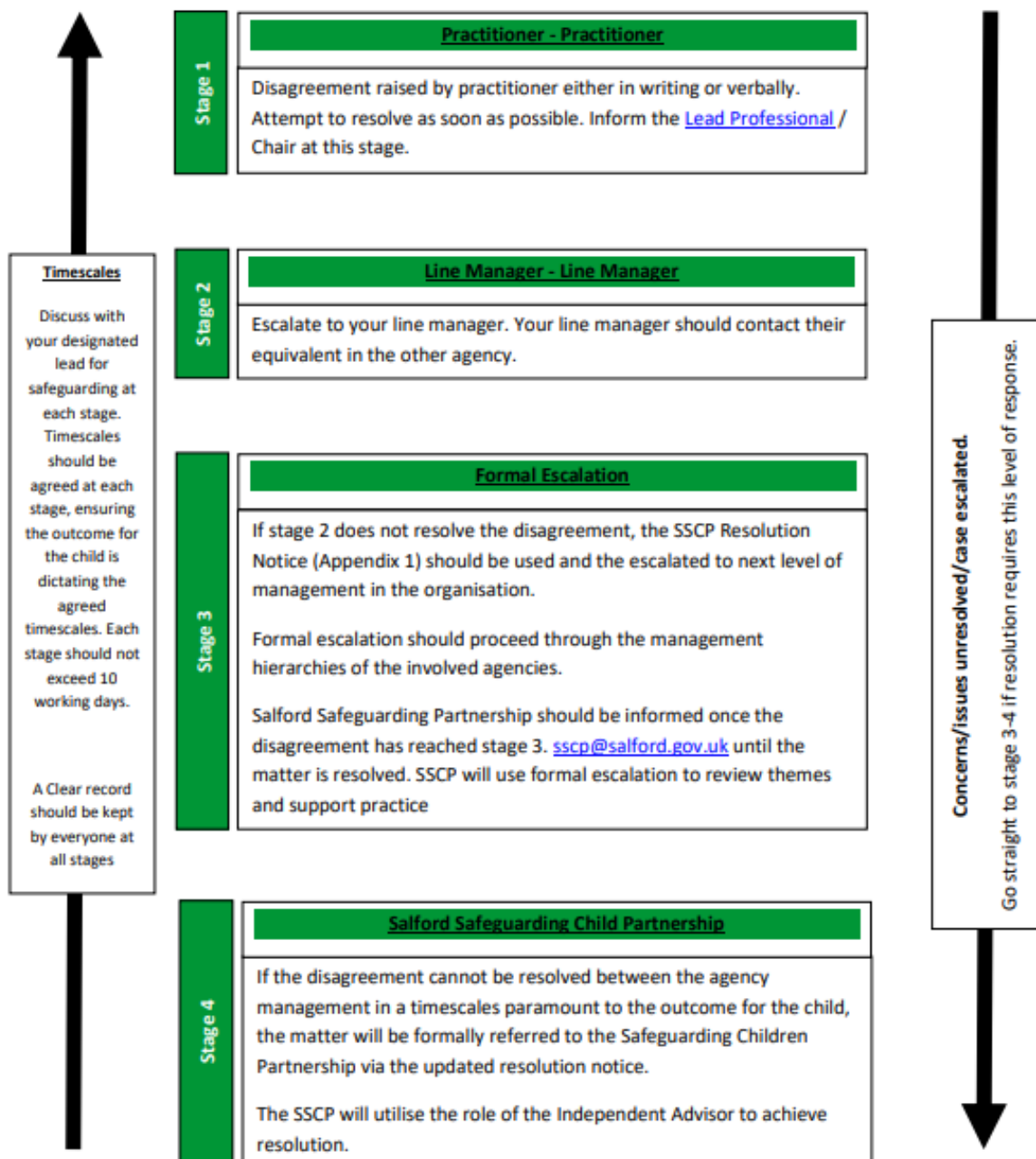
- Challenge is positive and should always be focused on the desired outcome for the child and family.
- The safety and wellbeing of the child is always paramount.
- It is the responsibility of each individual professional and agency to progress challenge if they are not in agreement with the outcome of any aspect of assessment, planning or intervention (any level of need and support)
- Challenge should be restorative and relationship based. Language should therefore be respectful and where possible discussions with the relevant practitioners should take place first.
- Challenge and escalation should be resolved in a timely manner.
- Challenge must be evidenced based and recorded on the child's file, including details of how the resolution improved outcomes for the child and/or family.
- If you have an immediate concern regarding the safety of a child, this should be reported to the Bridge.

Ensure your safeguarding lead is consulted with throughout the escalation process. Please attempt to resolve any disagreements informally, before initiating the Formal process. Inform the Lead Professional / IRO / child protection/ young person's plan coordinator or Chair of multi-agency meeting for information and monitoring.

This be used in line with other relevant [policies and procedures](#) in Salford and the Greater Manchester Safeguarding Procedures Manual on:

- [Resolving Professional Disagreements/Escalation Policy](#)
- [Whistleblowing Guidance](#)

Effective Challenge and Escalation Procedure



Salford Safeguarding Children Partnership challenge and escalation single point of contact (SPOC) list.

Service	Contact Details
Achieve Substance Misuse Service - part of GMMH	Alicia Murphy 0161 357 1318 Alicia.Murphy@gmmh.nhs.uk
Adult Social Care	worriedaboutanadult@salford.gov.uk 0161 631 4777
Cheshire and Greater Manchester Community Rehabilitation Company	CGM.Salford@interservejustice.org 0161 451 5350
Child in Need/Child Protection Team/Children with disabilities	cpcinad@salford.gov.uk 0161 603 4555
Early Help	North.locality@salford.gov.uk
Education	Contact to be made to the school, college, nursery/pre-school to clarify Designated Safeguarding Lead arrangements
Adult Mental Health Services – part of GMMH (not Six Degrees)	John Fenby 0161 271 0753 John.Fenby@gmmh.nhs.uk Anne Marie Lord 0161 271 0753 Anne-Marie.Lord@gmmh.nhs.uk
Greater Manchester Mental Health Foundation Trust	Helen Williamson 0161 358 2094 Helen.Williamson@gmmh.nhs.uk
Greater Manchester Police	All escalations to GMP must include a telephone call to ensure the correct officer is being contacted. 0161- 856 5425 DI Martin Ashurst- 11070@gmp.pnn.police.uk - Op Gulf, Op Arctic. DI Gareth Jenkins- Gareth.jenkins@gmp.police.uk - Complex Safeguarding DI Alison Barber- Alison.barber@gmp.police.uk - Safeguarding and threats to life DCI Amanda Delamore- Amanda.delamore@gmp.police.uk – Pro Active CID (Line manager for the above)
Leaving Care (Next Steps)	nextstepsadmin@salford.gov.uk 0161 607 1888
Looked After Children Team	lac@salford.gov.uk 0161 779 7800
National Probation Service	christine.araya@justice.gov.uk Tel: 0161 451 5359. CC: manjit.byrne@justice.gov.uk
NHS Salford Clinical Commissioning Group	safeguarding.nhssalford@nhs.net 0161 212 4413
Salford Royal Foundation Trust	safeguardingteam@srft.nhs.uk 0161 206 3803
Salford Safeguarding Unit	cpru@salford.gov.uk 0161 603 4350
Strategic Housing	Housing.Strategy@salford.gov.uk
The Bridge Partnership	worriedaboutachild@salford.gov.uk 0161 603 4500

APPENDIX 1

Professional Challenge / Outcome Resolution Notice

THIS DOCUMENT MUST BE SENT/STORED SECURELY

Date of Notification	
Name of Child/Young Person	
D.O.B	
NHS Number/ P Number	
Outcome Resolution Notice Completed by:	
Name	
Role	
Agency/Team	
Contact Details	
Notification has been sent to:	1. 2. cc'd in sscp@salford.gov.uk
Summary of disagreement	
Evidence of the informal challenge that has taken place at stages 1-2 and the outcome of this challenge	
Desired outcome for the child and / or family. Please include details of what it is you are requesting happens as a result of this challenge	

Stage	Date Outcome Resolved	Supporting Evidence Embed written confirmation between parties about the agreed outcome
Stage 3		
Stage 4		

Appendix 15

Contextual Safeguarding 7 Minute Briefing

1. Background

Traditional approaches to protecting children & young people from harm have focussed on the risk of violence and abuse from inside the home, and don't always address the time that children/young people spend outside the home.

As children move from early childhood and into adolescence, they spend increasing amounts of time socialising independently of their families. The nature of the relationships they form in these settings, informs the extent to which they encounter protection or abuse.

2. What is it?

Contextual safeguarding has been developed to inform policy and practice approaches to safeguarding adolescents, understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools, peer groups, with adults not connected to their families and online can feature violence and abuse. Parents and carers have less influence over these contexts and young people's experience of extra-familial abuse can undermine a parent/child relationship.

3. What can adolescents be of risks of?

This list isn't exhaustive but includes peer on peer abuse, acts of violence exploitation, online abuse, missing episodes, criminal & gang activity, possession of weapons, radicalisation, trafficking, and modern slavery.

Peer relationships are influential during adolescence, friendships can be anti-social and unsafe if formed in contexts characterised by violence and/or harmful attitudes.

Questions to consider:

- Do parents/carers have an awareness of their child's peer group and how and where they are spending time?
- Are you concerned about the peer associations/relationships they are forming?
- Are there concerns about a change in their behaviour?

4. Possible push factors

Push Factors – some reasons that could lead to a young person becoming distant from the people who would usually protect them:

- Living with domestic abuse
- Being thrown out of home
- Family behaviours and beliefs
- Being in a residential or foster placement where they are unhappy
- Alcohol or substance misuse within the home
- Parents with mental health problems
- Having problems at, or not being in school, training or employment
- Being bullied or threatened

- • Having siblings with difficulties
- • Being in trouble
- • Bereavement or significant loss

5. Possible pull factors

Pull Factors - The grooming techniques used to gain the young person's attention, admiration, and affection often that often tap into their insecurities or desire for acceptance and status:

- • Receiving alcohol, drugs, money, or gifts
- • Getting a buzz and the excitement of doing something risky or forbidden
- • Feeling accepted
- • Being offered somewhere to stay where there are no rules
- • Being given lifts, taken to new places and having adventures with a casual acquaintance
- • Being part of an alternative scene
- • Meeting somebody who thinks they are special on the internet

6. What We Should Do

A Contextual Safeguarding approach aims to disrupt harmful environments in the community rather than move young people away from them. It seeks to identify the ways in which professionals, adults and young people can change the environments where abuse can occur by engaging with those who can change those spaces, i.e. retailers/hospitality, youth service, police, community leaders, transport providers, schools, local authority to make environments safer.

7. How to share or report your concerns

If you are worried about a child initially consult your designated safeguarding lead to discuss what action and procedure you should follow.

There may be a need to discuss your concerns with [Salford Children Services](#).

If a young person is involved with Children Services, please contact their worker and together you can consider a consultation with the Complex Safeguarding team and/or linked Children Services Police Officers.

Dial 999 if a child is at immediate risk

Useful links

Contextual Safeguarding website: <https://contextualsafeguarding.org.uk/>

SSCB website for training opportunities: <https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/>

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Appendix 16

Greater Manchester Safeguarding Children Procedures Manual

2. Inf 2. Information Sharing and Recording

- .1 [Policy for the Secure Handling of Protected Information](#)
- 2.2 [Child Protection Conferences: Guidance for Partner Agencies on the Use, Recording, Dissemination and Handling of Police Information \(Greater Manchester Police\)](#)
- 2.3 [Data Protection, Information Sharing and Confidentiality](#)
- 2.4 [Retention of Records](#)
- 2.5 [Photographing Children](#)
- 2.6 [Electronic and Digital Recording of Meetings and Conversations](#)
- 2.7 [Use of Social Media Sites by Social Care and Safeguarding Staff](#)

5. Children in Specific Circumstances

1 Safeguarding Children and Young People - General

- 5.1.1 [Bullying](#)
- 5.1.2 [Safeguarding Children as they Become Adults Guidance](#)

5.2 Babies and Pregnancy

- 5.2.1 [Concealed Pregnancies](#)
- 5.2.2 [Safer Sleep Guidance](#)
- 5.2.3 [Bruising Protocol for Immobile Babies and Children](#)

See also: [Pre-Birth Assessments Procedure](#)

5.3 Children at Risk Because of Concern About a Parent or Carer or the Home Environment

- 5.3.1 [Children of Alcohol and Substance Misusing Parents and Carers](#)
- 5.3.2 [Children of Parents with Learning Difficulties](#)
- 5.3.3 [Children of Parents with Mental Health Difficulties](#)
- 5.3.4 [Dealing with Persistent Non-Engagement with Services by Uncooperative Families](#)
- 5.3.5 [Safeguarding Children from Dangerous Dogs](#)
- 5.3.6 [Domestic Abuse](#)
- 5.3.7 [MARAC](#)
- 5.3.8 [Neglect](#)

5.4 Complex/Organised Abuse

In Manchester, see also the [Manchester Multi-Agency Exploitation Screening Tool](#).

- 5.4.1 [Institutional, Organised or Multiple Abuse](#)

5.4.2 [Children Affected by Gang Activity or Serious Youth Violence](#)

5.4.3 [Threat to Life](#)

5.4.4 [Children who are Victims of Modern Slavery, Trafficking and Exploitation](#)

5.4.5 [Safeguarding Children and Young People Vulnerable to Violent Extremism](#)

NOTE: In Manchester, see also: [Complex Safeguarding Hub Operating Procedures and Complex Safeguarding Hub M Understanding](#) in the Documents Library.

In Bolton, see also: [How the Complex Safeguarding Hub Works in Bolton](#).

In Stockport see also [Aspire Complex Safeguarding Service Procedures](#).

5.5 Custodial Settings

5.5.1 [Safeguarding Young People in the Secure Estate](#)

5.5.2 [Guidance for Working with Children who have a Parent \(or Significant Family Member\) in Prison](#)

5.5.3 [Children Visiting Custodial Settings](#)

5.6 Education

5.6.1 [Children Missing Education](#)

5.6.2 [Elective Home Education and Unregistered Schools](#)

5.7 E-Safety

5.7.1 [Safeguarding Children and Young People Online](#)

5.7.2 [E-Safety Working Practices for Staff](#)

See also: [Manchester's Safeguarding Partnership, Online safety – Advice for Practitioners](#).

5.8 Harmful Practices Linked to Faith or Culture

5.8.1 [Abuse Linked to Spiritual and Religious Beliefs](#) Updated

5.8.2 [Female Genital Mutilation Multi-Agency Protocol](#)

5.8.3 [Forced Marriage](#)

5.8.4 [So-Called Honour Based Abuse/Violence](#)

5.8.5 [Breast Ironing](#)

See also: [Non-Therapeutic Infant Male Circumcision](#)

5.9 Health and Hospitals

5.9.1 [Supervision of Parents of Children and Young People in Hospital \(including the new-born baby\) - Multi-agency Prot](#)

5.9.2 [Hospital Discharge Guidelines for Vulnerable Children](#)

5.9.3 [Children Visiting Psychiatric Wards and Secure Psychiatric Hospitals](#)

5.9.4 [Fabricated or Induced Illness](#) - under review

5.9.5 [Young People and Self-Harm](#) Updated

5.9.6 [Children with Disabilities and Complex Needs](#)

- 5.9.7 [Mental Capacity](#)
- 5.9.8 [Deprivation of Liberty](#)
- 5.9.9 [Non-Therapeutic Infant Male Circumcision](#)

See also:

- [Children Living Away from Home](#);
- [Section 47 Enquiries Procedure, Arranging the Section 47 Medical Assessment](#);
- [Manchester Children's Safeguarding Partnership Self-Harm Pathway](#);
- [Fabricated or Induced Illness](#);
- [Female Genital Mutilation Multi-Agency Protocol](#);
- [Bruising Protocol for Immobile Babies and Children](#);
- [Part 9.2, Guidance - Health](#);
- [Rochdale Interagency Protocol for Children with Complex/Continuing Health Care Needs](#).

5.10 Children Living Away From Home/Missing

- 5.10.1 [Children Living Away from Home](#)
- 5.10.2 [Children Missing from Home and Care - A Standardised Approach to Dealing with Missing and Absent Children and Young People Across Greater Manchester](#) - under review
- 5.10.3 [Safeguarding Young People in the Armed Forces](#)

5.11 Sexual Abuse/Activity

- 5.11.1 [Safeguarding Children and Young People Abused Through Sexual Exploitation](#)
- 5.11.2 [Working with Sexually Active Young People Under the Age of 18](#)
- 5.11.3 [Harmful Sexual Behaviours Presented by Children and Young People](#)
- 5.11.4 [Adults who Disclose Childhood Sexual Abuse](#)
- 5.11.5 [Child Sexual Abuse in the Family Environment](#)

Managing Individuals who Pose a Risk of Harm to Children

- 6.1 [Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers](#)
- 6.2 [Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People](#)
- 6.3 [Risks Posed by People with Convictions Against Children, including Bail Arrangements for Adults Charged](#)
- 6.4 [List of Offences](#)
- 6.5 [Release of Prisoners Convicted of Offences Against Children](#)
- 6.6 [Protocol between the Greater Manchester \(GM\) MAPPA Strategic Management Board \(SMB\) and the GM Local Safeguarding Children Partnership \(LSCP\)](#)
- 6.7 [Licensed Premises](#)

The Salford Standards for Listening to Children, Young People and Families.

We asked you what was important when working with services and we have created 'Salford Standards' based on what you said.
We are asking all workers to adopt these standards when working with families.

I will be respectful, honest and reliable with the children, young people, parents and carers I work with.

“ Respect: being treated well. ”

I will listen to what is important to you - your thoughts, feelings and wishes.

“ Listen and show you're listening. ”

I won't ask you what you have already told other workers unless I need to understand more that I can't find out by reading the information that I already have.

“ I feel like a newborn baby having to start again repeating myself.... if your worker changes they should know basic information. ”

I will listen to your views, wishes and feelings and make sure that this is central to everything I do.

“ Being heard - listened to ”

I'll check back with you to make sure I have understood what you said.

“ It's good to be listened to, and when they double check, I know they have heard what I said. ”

I will make sure that your views and voice are loud and clear in anything I write

“ Talk to us, take us seriously. ”

I will always introduce myself and explain my purpose in a way that you can understand - I am here to help keep you safe and well and the best you can be.

“ When I met my current worker she was bubbly, hopeful, and approachable and I knew that she was interested in me and my life. ”

I will let you know if what you tell me needs to be shared with anyone else.

“ Trust is really important, when it's broken I won't share stuff with that person again. ”

What you communicate to me will be shown in your records and assessments through direct quotes (what you say) and observations (what I see) and reflect your wishes and feelings.

“ Better understanding through sharing what you already know. ”