



Safeguarding Policy

Blessed Thomas Holford Catholic College

2020 - 2021

Review date: September 2021

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Foreword by Rebecca Geoghegan, Associate Headteacher

Safeguarding children is everyone's responsibility. Everyone who encounters children and families has a role to play.

Our pupils' welfare is our paramount concern. The governing body will ensure that Blessed Thomas Holford Catholic College will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have the necessary arrangements in place to identify, assess and support those children who are suffering, or are likely to suffer, harm.

In the statutory guidance, 'Keeping Children Safe in Education' (2020), safeguarding and promoting the welfare of children is defined in paragraph 4 as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Blessed Thomas Holford Catholic College is a community and all those directly connected to this community (i.e. staff, governors, pupils, and their parents and families) have an essential role to play in making it safe and secure here.

We at Blessed Thomas Holford believe that we should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected, enabling them to talk openly and feel confident that they will be listened to. We know that all adults within our school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

We are committed to safeguarding the welfare of our pupils; it is our highest priority. We work hard to develop and maintain a culture of vigilance to ensure that signs and symptoms of abuse are picked up and acted upon, and that the opportunity for those wishing to cause harm to children is drastically reduced.

Purpose and principles

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

This policy:

- Has been written in line with the Department for Education (DfE) statutory guidance, Keeping Children Safe in Education (September 2020), and any other relevant UK legislation and government guidance.

- Applies at all times when the school is providing services or activities directly under the management of the Blessed Thomas Holford Catholic College staff.
- Is publicly available on the school's website, and a printed copy can be made available via the school office.

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

- Behaviour Policy and statement of behaviour principles (incorporating Anti-Bullying Policy)
- Staff Code of Conduct
- E-Safety Policy
- Whistleblowing Policy
- Children Missing from Education Policy

Key information

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

Helen Hope	Chair of Governing Body Contact Telephone: 0161 911 8090 Contact Email: blessedthomas.admin@trafford.gov.uk
Helen Hope	Nominated Governor for Safeguarding Contact Telephone: 0161 911 8090 Contact Email: blessedthomas.admin@trafford.gov.uk
John Cornally	Executive Headteacher Contact Telephone: 0161 911 8090 Contact Email: johncornally@bthcc.org
Rowena Ward	Designated Safeguarding Lead (DSL) Contact Telephone: 0161 911 8090 Contact Email: rowenaward@bthcc.org
Tracey Tarry	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 911 8090 Contact Email: traceytarry@bthcc.org
Paul Worth	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 911 8090 Contact Email: paulworth@bthcc.org
Danielle Baskerville	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 911 8090 Contact Email: daniellebaskerville@bthcc.org
Vicky Kneen	Deputy Designated Safeguarding Lead (DDSL) Contact Telephone: 0161 911 8090 Contact Email: victoriakneen@bthcc.org

All staff working in this school (including visiting staff, volunteers and students on placement) are

required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.

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

The Designated Safeguarding Lead co-ordinates the school's representation at multi-agency meetings relating to safeguarding, to ensure information is effectively shared between agencies. The DSL is also responsible for the school's contribution and commitment to any plans, Team Around the Family and Core Groups or other assessments. These meetings include:

- Team Around the Family Meetings (Early Help)
- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).

If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network of pastoral leads, pastoral managers and the wider pastoral team (Heads of House/Year), and enlist the input and support of other staff who work in our school (e.g. school nurse, EWO, counsellor etc) and document the Early Help provided on our own internal system, CPOMS (Child Protection Online Monitoring System). This is just for cases that are at Level 2 of the Level of Need¹.

When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment² to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.

Arrangements are in place to ensure that at least one person who is a trained Designated Safeguarding Lead is available, at least by phone, when children are taking part in school-led activity. This includes clubs before and after school and other extra-curricular activities, both during, and out of, term time. We have five safeguarding leads in Blessed Thomas Holford, one DSL and four Deputy

¹ The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - <https://www.traffordsafeguardingpartnership.org.uk/Docs/Safeguarding-children-young-people/Levels-of-Need-document.pdf>

² Trafford's Early Help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.

DSLs. Their mobile numbers have been shared with all staff. Staff are instructed that when planning an activity, they must ensure that they have these numbers with them. Should they have a concern, they should phone the DSL/Deputies in the following order until they speak to a member of the DSL team: R Ward, T Tarry, P Worth, D Baskerville, V Kneen.

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

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

Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible always to discuss their concerns with the Designated Safeguarding Lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency, they are expected to feed back to the Designated Safeguarding Lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded on CPOMS (Child Protection Online Monitoring System).

At Blessed Thomas Holford, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. We do this by providing additional emotional support to the pupil. This includes increased pastoral support from a designated member of staff (DSL/DDSL), where necessary and appropriate incorporating the support of their Head of House/Year, and may also involve a referral to our Young Person's Counsellor. We also ensure that we inform social workers of any changes or incidents which might affect the child in a timely manner, and ensure constant monitoring of the pupil to facilitate accurate reporting and updates when attending multi-agency meetings.

All staff at Blessed Thomas Holford are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or a Deputy immediately. Concerns should also be logged on CPOMS.

COVID-19 Pandemic

The effects of the COVID-19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the

³ Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.

policy was written with regard for the UK Government’s ‘guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak’⁴, and can be found in appendix 9 in this document. It was formally agreed by the Governing Body on 1st April, 2020.

Creating a Safeguarding Culture

It is important to us at Blessed Thomas Holford that all children feel safe and supported in our setting.

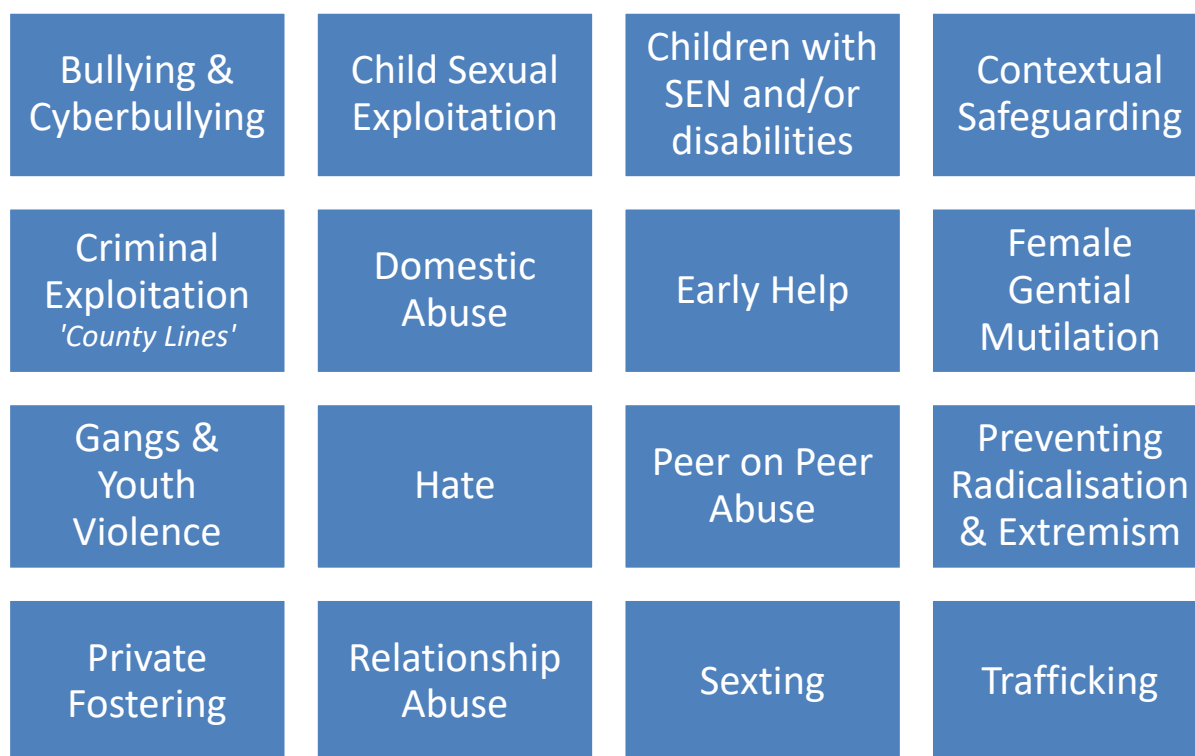
Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.

All staff are aware of the categories of abuse, which are:



The definitions of these can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3.

Staff are also made aware of other key safeguarding topics; these are:



The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the ‘Staff learning and development’ section of this policy.

⁴ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

In addition to the above, Blessed Thomas Holford recognises the significant impact domestic abuse can have on children and young people. We have therefore signed up to Operation Encompass.

Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.

Child Sexual Exploitation (CSE) is also a key safeguarding topic; all staff are aware of this and report their concerns regarding CSE via the school's normal reporting channels. The definition of Child Sexual Exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Child Criminal Exploitation (CCE) is another safeguarding concern of which staff are aware and to which they need to be alert, as is the issue of so-called 'County Lines.' For definitions of both these terms, please refer to the glossary.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected private fostering arrangements will be reported to children's social care in the area where the child resides. Private fostering is defined in the glossary.

All cases of known or suspected 'honour-based' abuse (see glossary) will be reported via the school's normal channels, and the appropriate professional advice sought and external referrals completed.

Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the school's anti-bullying/behaviour policy. Incidents which take place outside of school may need to be addressed in school; however, the school is clear that where professional advice needs to be sought from external partners, it will be. The school's Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate information on healthy relationships, consent, people who help us, British values etc. into our curriculum time in an age-appropriate way for the year groups in school. Also, from September 2020, we have included Sex and Relationship Education in the school timetable, in line with DfE guidance and the national curriculum.

When incidents of sexual violence and sexual harassment occur, the school's response is ultimately decided on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as children's

social care and the police, as required, to put a proportionate and supportive package of care in place for those affected.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur, and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. To minimise inappropriate use of the internet, we have a stringent mobile communications policy. We also work to keep pupils safe when accessing any online learning whilst out of school by providing them with a school email address, usernames and passwords, and reminding them about the importance of keeping login details private and of appropriate online conduct. Further details can be found in our e-safety policy.

All staff are expected to refer to HM Government guidance, 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known, will be treated seriously and dealt with confidentially. Should a child make a disclosure to any member of staff, they are to listen to the child and explain that they will have to pass the information on to the DSL/Deputy DSL. The member of staff to whom the disclosure has been made should not make generalisations or their own interpretations when reporting the concern, nor should they ask the child questions about the disclosure. The member of staff should immediately refer to the DSL/Deputy DSL and log the disclosure in the words of the child on CPOMS. The DSL/DDSL will subsequently record on CPOMS the actions/conversations/referrals which result from the disclosure.

All information is handled in accordance with the school's Privacy Policy, which in turn is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018' - and the 7 principles of information sharing within that document.

Keeping Children Safe in Education 2020 states:

'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' 'This includes allowing practitioners to share information without consent...'

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

Our pastoral curriculum is wide-ranging and aims to give pupils the knowledge, understanding and skills to enable them to live healthy lives and to participate in society as active and informed citizens.

Key themes are addressed in each year group via assemblies, form tutor period, PSHCE and Tutorial (Year 11). These include: health, personal and online safety, anti-bullying, respect and healthy relationships, personal finance and British values.

Character education is central to our ethos. We value, model and promote specific character traits. These are: determination, having a positive mindset, personal organisation, self-control/good conduct, empathy and intellectual curiosity. By developing these traits we encourage our pupils to flourish and meet future challenges so that they are better able to fulfil their potential and contribute meaningfully to society.

Mental health and wellbeing are extremely important to us and we recognise that, at times, pupils may feel anxious or worried. Through our pastoral curriculum, pupils learn to recognise emotions and to understand how they might develop helpful strategies to manage them.

A range of activities are undertaken across the timetable designed to celebrate success, build community spirit, allow pupils to learn how to keep themselves and others safe, and enhance learning. Social, moral, spiritual and cultural aspects of learning are taught across a range of subject areas and allow students to develop critical thinking skills.

Within the tutor programme and PSHCE framework, students cover topics such as:

- Personal wellbeing, sexual and mental health and substance misuse
- British values and the national Prevent agenda
- Financial matters and the development of financial capability
- Personal safety, online and in the wider community, avoiding exploitation and recognising cyber dangers
- Careers development, business and enterprise

Instances of children who are missing from education are dealt with under the school's Children Missing From Education Policy, which sets out the school's approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.

To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.

The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'.

To ensure compliance with the Prevent Duty, the school:

- Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the

special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

Staff learning and development

Learning about safeguarding is given a high priority at Blessed Thomas Holford. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site.

All new staff to the school have a comprehensive induction. This includes reading and understanding:

- Information Sharing: Advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping Children Safe in Education 2020'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

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

- Designated Safeguarding Lead
- Mental Health First Aid
- Wellbeing
- Designated Teacher for Looked After Children

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

- TSSP Termly Safeguarding in Education Bulletins
- TSSP Multi-Agency Learning and Development Programme
- Leaflets
- Mentoring
- Online learning
- Information in staff areas detailing referral processes and key topics
- Shadowing
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- In-house training
- Video
- Workbooks
- Andrew Hall (weekly) email updates for key staff and governors

All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

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

Safer Recruitment

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

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.

Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 2 relating to when a barred list check would be carried out.

References will always be sought before confirming a person’s appointment; these will be written and about previous employment. This will check that information is not contradictory or incomplete. At least one reference will be from the candidate’s current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

Managing allegations against professionals who work with children

An allegation is any information which indicates that an adult who works with children and young people under 18 (paid or voluntary staff) may have:

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

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

All staff are reminded of the school’s Whistleblowing Policy, which may be found here:

<Y:\Staff\School Information\Policies\Policies 2019-20\Whistleblowing Policy pdf.docx>

Allegations regarding members of staff, including governors, volunteers, supply teachers and agency staff, at Blessed Thomas Holford must be reported immediately to the Executive Headteacher/Head of School, or in their absence, the DSL.

Any allegations concerning the Headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.

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

Glossary

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

Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (these may include friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation), and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. (KCSIE 2020, page 83)
County Lines	County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK] Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. (KCSIE 2020, page 85)

Domestic Abuse	<p>Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional <p>All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.</p>
Early Help	<p>Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early Help can also prevent further problems arising.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased anti-social behaviour and low-level youth offending, these activities should not be confused with the serious violence of a street gang.</p> <p>A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p>

	An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation
Honour-based violence	Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
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: <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger • Ensure adequate supervision (including the use of inadequate caregivers) • Ensure access to appropriate medical care or treatment • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs
Peer on Peer Abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, 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</p>
Sexual harassment between children	When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003⁵.</p> <p>Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation or the prostitution of others, or other forms of sexual exploitation, forced

⁵ [Legislation.gov](http://legislation.gov)

	labour or services, slavery or practices similar to slavery, servitude or removal of organs.
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Appendix 1

Operation Encompass Flowchart



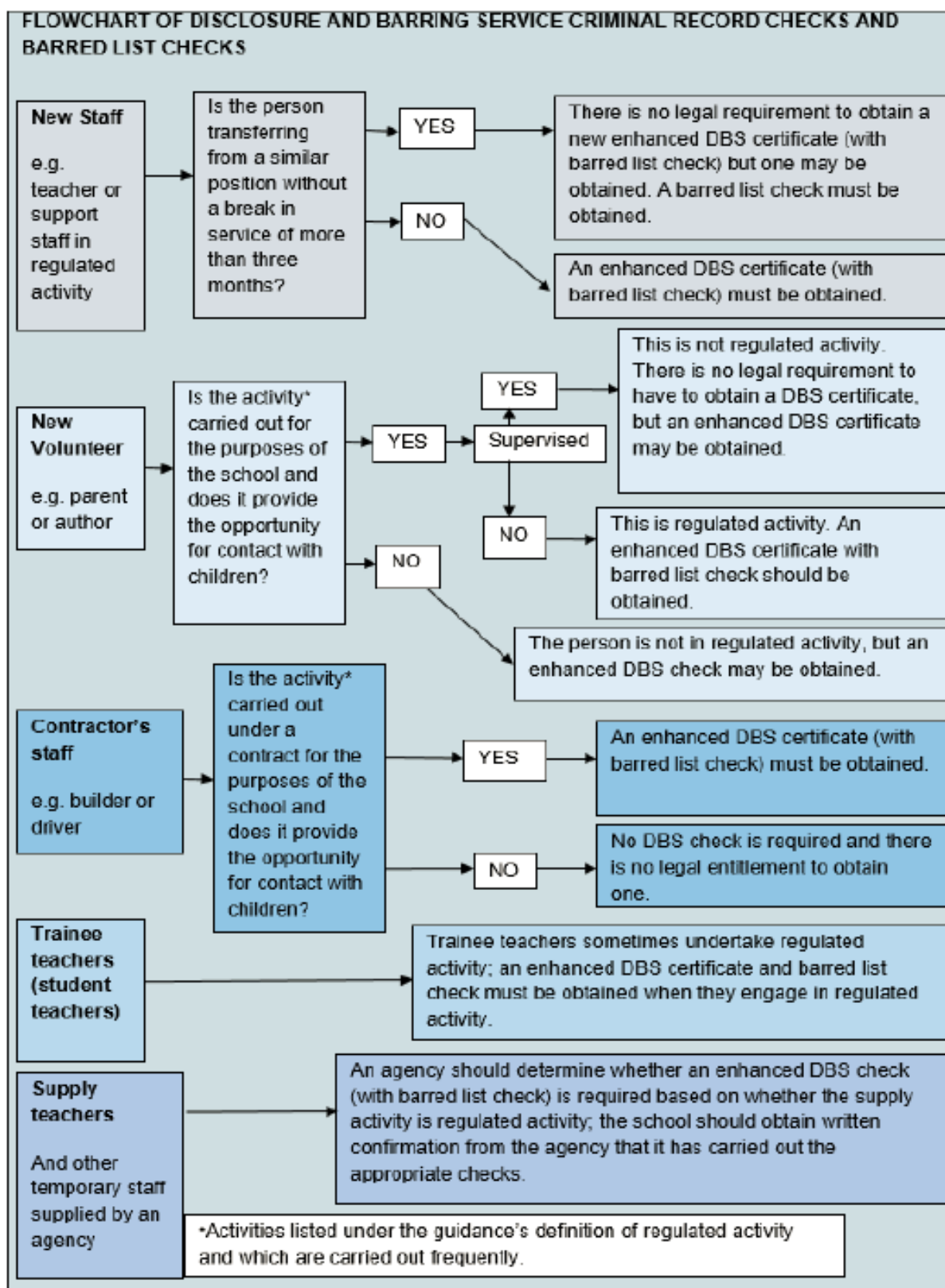
Trafford Strategic
Safeguarding Partnership

Operation Encompass Process



Appendix 2

DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2019

Appendix 3

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

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

Appendix 4

Contact details

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

Appendix 5

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE Guidance Core Document 13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Appendix 6

UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

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

Appendix 7

Staff Safeguarding Checklist



Staff Safeguarding Checklist v2.docx

Appendix 8

Trafford Strategic Safeguarding Partnership Level of Need

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

Appendix 9

COVID 19 Measures