

Name:	Safeguarding Policy (including Child Protection)
Approved by:	Governors – T,L,B & S Committee
Policy Created:	
Date of review	Annually
Update Approved:	September 2019
The implementation of and procedures associated with this policy are the responsibility of Mrs Ogunmyiwa	

PRINCIPLES

The Safeguarding Policy is committed to and guided by the principles of:

The BFET Safeguarding statement:

BFET recognises its moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow agreed procedures to ensure that students receive effective support and protection. We recognise that safeguarding is everybody's responsibility. Induction and refresher training for all staff and governors is a requirement.

This policy has been developed to ensure that Altrincham Grammar School for Girls complies with its statutory duties and its responsibilities to safeguard and promote the welfare of young people (11-18). It has been developed in accordance with the principles established under the Children Act (1989 and 2004), the Education Act (2002 and 2011), Education and Adoption Act (2016), Teachers' Standards (2012) and in line with the following Government guidance:

- Keeping Children Safe in Education (2016) (updated September 2019)
- Working Together to Safeguard Children (2015) (updated July 2018)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (Dec 2017, updated May 2018)
- What to do if you are worried about a child being abused (2015)
- Information Sharing: Advice for Practitioners providing Safeguarding Service (2015)
- Teaching online safety in schools (June 2019)
- Prevent Duty Guidance (2015) (updated 2016)
- Counter-Terrorism and Security Act (2015)
- Multi-Agency Statutory Guidance for Dealing with Forced Marriage (2014)
- Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter (2014)
- Promoting fundamental British values as part of SMSC in schools (2014)

We recognise that some procedures are different for those young people and adults over the age of 18 years.

The aims of this Safeguarding Policy are to:

1. ensure that the safety, protection and well-being of all students is paramount;
2. ensure that **all staff** and approved volunteers work safely, understand and act upon their responsibilities to keep children safe;

3. ensure that all students, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
4. ensure students know that there are adults in school who they can approach if they are worried/concerned;
5. ensure students feel that school provides a safe environment in which they can learn and develop;
6. provide all staff with the necessary information and a framework to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of young people;
7. ensure all governors and staff have an understanding of what radicalisation is and why we need to be vigilant in school;
8. develop effective and supportive liaison with other agencies;
9. ensure consistent good practice across each of the academies within the Trust;
10. ensure we practise safer recruitment in checking the suitability of staff and volunteers to work with students / young people and those over 18;
11. demonstrate the Trust's commitment with regard to safeguarding young people, ensuring they receive effective support, protection and justice.

POLICY

1.	Child Protection
1.1	<p>Disclosure, Counselling and Confidentiality</p> <p>Any student who seeks help with a problem is to be taken seriously. If any teacher suspects that a child in his/her class may be a victim of abuse, they must:</p> <ol style="list-style-type: none"> 1. Immediately inform the designated safeguarding lead/safeguarding officer about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect (See Appendix A). The member of staff must inform the student that any disclosure will be referred to either the designated safeguarding lead/officer. A written concern form is required as soon as possible after the conversation. This should be a factual record using the child's own words (as far as possible). The date and time of writing the report should be added. 2. In the case of child protection/safeguarding issues it is not possible to guarantee total confidentiality and the student must be informed of the need to share such information with the designated safeguarding lead/officers. This will need tact and sensitivity in order to reassure a student who may already be under severe emotional stress. 3. If a student discloses personal information about themselves or their family, the student should be assured that the information will only be given to strictly relevant people, e.g. designated teachers, Principal, social services (see Appendix E). 4. In all cases, the designated safeguarding team will liaise with each other to ensure that there is appropriate support for the student, the family and the member(s) of staff involved. The Principal and the senior tutors will also be informed. Confidentiality will be maintained within this group. The school's named safeguarding team officers will work closely with all relevant agencies. 5. Other members of staff need only know enough to prepare them to act with sensitivity to a distressed student. It is not essential that all details be disclosed (see Appendix D) 6. The student should be kept informed of who knows, and what they know, at all stages of the procedure. 7. Great care and sensitivity will be required in order to support and reassure the student who may already be under severe distress. The students should be reassured that what has happened is not their fault.

	<p>8. The school values its relationships with parents/carers and, in many circumstances, a student will be encouraged to share any concerns with the family.</p> <p>9. If social services are contacted, the designated safeguarding lead/officer will contact the family stating that there is a concern and that Social Services have been contacted. Prior to doing so, the safeguarding lead/officer will check with social services that this is the appropriate course of action. If the school believes that notifying parents/carers could increase the risk to the student or exacerbate the problem, then advice will first be sought from MARAT.</p> <p>10. Consideration will be given to those for whom English is not their first language or may have a physical/sensory/learning disability and may need the services of an appropriate interpreter.</p> <p>1.2 Staff need to be aware that any young people identified as being a vulnerable learners or students with special educational needs can face additional safeguarding challenges such as communication and the making of assumptions that indicators of abuse such as behaviour, mood and injury relate to the young person's disability, being more prone to peer group isolation than other children, the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.</p> <p>1.3 Staff also need to be aware that the most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.</p> <p>1.4 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important staff are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country. If a member of staff becomes aware a student may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care.</p> <p>1.5 Staff should also help to identify any young people who may benefit from 'early help/intervention' and follow Trafford's guidance on early intervention. The DSL/Deputy DSL will usually lead on early help assessments, liaising with other agencies and setting up an inter-agency assessment as appropriate. A young person may benefit from an early help assessment if:</p> <ul style="list-style-type: none"> • They are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups. • They are at risk of modern slavery, trafficking or exploitation. • They are showing early signs of abuse and/or neglect. • They are at risk of being radicalised or exploited. • They are a privately fostered child.
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	<p>Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.</p>
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<p>2</p> <p>2.1</p> <p>2.2</p>	<p>Specific safeguarding issues in school</p> <p>Types of abuse If any teacher suspects that a child in his/her class may be a victim of abuse, they must: Immediately inform the designated safeguarding officer about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect (See Appendix A and D). Anyone who has a concern that a child might have been abused by another child should refer their concerns to the DSL in accordance with the referrals procedure. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.</p> <p>Peer on Peer abuse We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This can include (but is not limited to):</p> <ul style="list-style-type: none"> • bullying (including cyberbullying) • sexual harassment • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm • sexting and initiating/hazing type violence and rituals • Involves students being forced to use drugs or alcohol • Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting). • Upskirting, which is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. <p>If a student makes an allegation of abuse against another student:</p> <ul style="list-style-type: none"> • You must tell the DSL and record the allegation, but do not investigate it. • The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. • The DSL will discuss a support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed. <p>We will minimise the risk of peer-on-peer abuse by:</p> <ul style="list-style-type: none"> • Challenging any form of derogatory or sexualised language or behaviour. • Ensuring our curriculum helps to educate students about appropriate behaviour and consent. • Ensuring students know they can talk to any member of staff but they will be made aware that information may need to be passed on. • Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
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2.3

Sexual Violence and sexual harassment between children

For any cases of sexual violence and sexual harassment, the designated safeguarding lead (or a deputy) should take a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

It is essential that all students who are victims of sexual violence and sexual harassment 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

Where a report from a student includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college will be actively considering the risks posed to all the students and putting adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Depending on the report made by the student, the school will decide to:

- Manage the case internally
- Complete an early help assessment
- Make a referral to social care
- Make a report to the police

Ongoing support will be offered to the victim and staff may need to maintain arrangements to protect and support the victim for a long time.

The school will also ensure that the alleged perpetrator continues to receive an education, safeguarding support as appropriate in addition to implementing any disciplinary sanctions.

2.4

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child abuse and it is against the law. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from

	<p>home, care and/or education at some point. Some of the following signs may be indicators of sexual exploitation where children:</p> <ul style="list-style-type: none"> • Appear with unexplained gifts or new possessions. • Associate with other young people involved in exploitation. • Have older boyfriends or girlfriends. • Suffer from sexually transmitted infections or become pregnant. • Suffer from changes in emotional well-being or menstrual problems. • Misuse drugs and alcohol. • Go missing for periods of time or regularly come home late. • Regularly miss school or don't take part in education. <p>If the school has reason to believe that a young person is a victim of CSE, a referral will be made to social services and the police will be contacted. A referral to the SEAM panel may be completed (Sexual Exploitation and Missing Panel) (Appendix B)</p>
2.5	<p>Violent Crime</p> <p>All staff should be aware of indicators, which may signal that children or at risk form, or involved in serious, violent crime. These can include:</p> <ul style="list-style-type: none"> • Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs • Increased absence from school • Change in friendship/relationships with others/groups • Significant decline in performance • Signs of self-harm/significant change in wellbeing • Signs of assault/unexplained injuries <p>Staff will be made aware of the associated risks and the measures used to manage these through training.</p>
2.6	<p>Domestic Abuse</p> <p>It is defined as 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. If children disclose incidents of domestic violence and abuse it is important that this is treated as a safeguarding issue.</p> <p>The school is involved with Operation Encompass. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident.</p>
2.7	<p>Honour Based Violence</p> <p>So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Staff training will include information on HBV.</p>

2.8

Forced Marriage

Forced marriage is a form of child, adult and domestic abuse, and, in line with statutory guidance is treated as such by the school. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Information about forced marriage will be incorporated into staff safeguarding and child protection training and briefings.

If a case of forced marriage is suspected, parents/carers will not be approached or involved about a referral to any other agencies (See Appendix K). Schools have a duty to report cases of forced marriage to the police and to the Forced Marriage Unit in the Foreign and Commonwealth/Home Office.

2.9

Female genital mutilation

Female genital mutilation (FGM) is a form of child abuse and it is illegal. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. If the school has reason to believe that a young person is likely to or has suffered FGM, it is mandatory for the school to make a referral to Social Services and the police (See Appendix C).

There is a **mandatory reporting duty for teachers** in England and Wales to make a report to the police where, in the course of their professional duties, they either: are informed by a girl under 18 that an act of FGM has been carried out on her; **or** observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by **the close of the next working day**.

Schools have a duty to report any 'honour based violence'. This may include:

- Female genital mutilation
- Forced marriage
- Other crimes which have been committed to protect or defend the honour of the family and/or the community.

All of the above are types of abuse and should be handled and escalated as such.

2.10

Extremism

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means all schools have a duty to "have due regard to the need to prevent people from being drawn into terrorism, "they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2019
- Prevent Duty 2015

- Working Together to Safeguard Children 2015, updated July 2018

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

Definitions

Extremism is defined by the government in the 2011 Prevent strategy as ‘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’.

Extremism is defined by the Crown Prosecution Service as ‘the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

Foster hatred which might lead to inter-community violence in the UK.’

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise they are entitled to have their own different beliefs which should not be used to influence others. SMSC is delivered across the curriculum, it is supported by assemblies and underpins the ethos of our school.

Indicators

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming more centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or

	<p>name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.</p> <p>Referral Procedure (See Appendix G)</p> <ul style="list-style-type: none"> • Concerns should always be referred to the designated safeguarding lead/officer, or in their absence to the Principal. • We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices. • The internet provides young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at AGGS blocks inappropriate content, including extremist content or alerts the staff to the inappropriate content (Impero software). Any information shared with the safeguarding officers, from Impero will be discussed and the appropriate action taken. • The designated safeguarding lead/officer will deal swiftly with any referrals made by staff or with concerns reported by staff. • All referrals will need to be in writing, however in the first instance they may be verbally shared with the designated safeguarding lead/officer. Referrals will be logged. • The Principal and the designated child protection officer will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix G – Preventing Extremism flowchart.) <p>Staff Training</p> <p>Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The training will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalization and its safeguarding implications.</p> <p>Through the provision of CPD opportunities in our Academies, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on, and are aware of how we can provide support as a school to ensure that our children/young people are resilient and able to resist involvement in radical or extreme activities.</p> <p>Visiting staff</p> <p>Visitors to AGGS are made aware of our safeguarding and child protection policies on arrival at the college and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to students without a member of staff being present.</p>
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<p>3 3.1</p>	<p>Record keeping</p> <p>Child protection and safeguarding warrant a high level of confidentiality, not only out of respect for the children and staff involved but also to ensure evidence is not compromised</p>
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<p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p> <p>3.7</p>	<p>by being released into the public domain.</p> <p>In the first instance, staff should discuss any concerns only with the DSL who will then decide what other people/agencies should be advised. Information will be disseminated on a 'need-to-know' basis.</p> <p>Information sharing and data protection</p> <p>On 25 May 2018 the Data Protection Act (1998) was superseded by the General Data Protection Regulations.</p> <p>Child protection and safeguarding information will be stored and handled in line with the relevant data legislation. It will be:</p> <ul style="list-style-type: none"> • Processed for limited purposes. • Adequate, relevant and not excessive. • Accurate. • Kept for the statutory time limit and no longer (this will vary and advice should be sought before any data of this nature is destroyed). • Processed in accordance with the subject's data rights. • Kept securely. <p>Any cause for concern forms and any other relevant information will be stored on CPOMS, with restricted access or in a locked facility. Child protection information will be stored separately from the pupil's general school file which will be 'tagged' to indicate that separate safeguarding information is held elsewhere.</p> <p><u>The Trust's Data Protection Policy does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child.</u> This policy is available to all staff and parents on the school's website.</p> <p>Decisions about sharing or not sharing information</p> <p>There are times when it is appropriate to share information in order to enable the effective safeguarding. There are also times when it is necessary to withhold information in order to prevent a person coming to further harm or to avoid a criminal act. For example, a parent who is facing charges for serious violence against a child may well want details from the school of where the child is living. It is entirely appropriate in circumstances like this to withhold data even from someone with parental responsibility. The decision to share or to withhold information should be briefly documented with a rationale as to why the decision was taken at the time.</p>
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<p>4.</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>	<p>Training and Teaching</p> <p>The designated teachers will attend the relevant training provided by Trafford and will keep up to date with changes in procedure.</p> <p>Staff will be given the opportunity to participate in in-service training courses which lead to a greater understanding of the signs and symptoms of child abuse, awareness of procedures for dealing with individual cases; information about the roles and responsibilities of other agencies with whom the school has to liaise and advice on making use of the curriculum to build preventative approaches to child protection. Child Protection training will be provided for all staff at least annually.</p> <p>In addition, there will be training and briefings on particular safeguarding issues for example, FGM, forced marriage, Child Sexual Exploitation and the Prevent Duty</p> <p>A log of all training related to safeguarding (for all staff) will be kept.</p>
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4.5	Staff will be asked to sign to say that they have read and understood part one Keeping children safe in education (2019) and will be provided with an opportunity to ask any questions about this guidance
4.6	Child protection issues will be addressed by encouraging the development of self-esteem and resilience in all aspects of school life including the curriculum.
4.7	All school staff must take precautions to ensure that they do not put themselves in vulnerable situations in dealing with students.
4.8	Governors will also receive training on safeguarding and there will be a link governor for Safeguarding.
4.9	New staff and governors will receive safeguarding training within their first half-term. However, their general induction should include a safeguarding session which will familiarise them with the Safeguarding Policy, the school's safeguarding procedures and contact details for the school's DSL and DDSL. Supply staff and other visiting staff will be given the school's leaflet for safeguarding for visiting staff.
4.10	The school will follow the LA procedures for managing allegations against staff and in every instance will contact the LADO. Staff will also have access to the NSPCC Whistleblowing helpline (0800 028 0285) All staff are required to have read and sign a copy of the Guidance for Safer Working Practice For Adults who work with children and young people.

5.	Recruitment
5.1	Altrincham Grammar School for Girls is committed to safeguarding students in its care. All applicants are required to give details of any previous convictions and enhanced DBS checks are carried out following an appointment to the school. The school follows the guidance in Safeguarding Children and Safer Recruitment in Education together with the Bright Futures Educational Trust Safer Recruitment Policy, including at least one person on every recruitment panel that has completed Safer Recruitment training.
5.2	All new members of staff will undergo an induction programme which includes familiarization with the child protection/safeguarding procedures.
5.3	All staff will be asked to sign to say that they have received a copy of the document 'Guidance for Safer Working Practice for Adults who work with Children and Young People' which is also the staff code of conduct.
5.4	Also in line with Keeping Children Safe in Education (2019), Section 128 checks will be carried out on: local governors, trustees, headteachers, members of school Senior Leadership Teams and departmental heads. If someone has been prohibited from the management of schools, this should appear on their DBS certificate.

6	Procedures for over 18 years (see also Appendix F)
6.1	Once a student has reached the age of 18 they may be classed as a vulnerable adult . The definition of this is in accordance with the Safeguarding Vulnerable Groups Act 2006.
6.2	A person who has reached the age of 18 and <ul style="list-style-type: none"> • is in residential accommodation or sheltered housing • receives domiciliary care or any form of health care • is detained in lawful custody • is by virtue of an order of the court under supervision by a person exercising functions for the purposes of part one of the Criminal Justice and Court Services Act 2000 • receives the welfare service of an agency outside the College • receives any service or participates in any activity provided specifically for persons who fall within subsection 9 of the Safeguarding Vulnerable Groups Act 2009

	<ul style="list-style-type: none"> • payments are made to him/her (or to another on his/her behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001 • requires assistance in the conduct of his/her own affairs
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7.	Responsibility
7.1	The designated safeguarding lead is Mrs Ogunmyiwa. The deputy safeguarding officer is Mrs Galvin. The other safeguarding officer is Miss Wright.
7.2	The designated safeguarding lead will take lead responsibility for safeguarding and there is a job description in place to outline the areas of responsibility.
7.3	Staff should also be aware that any member of staff who has a concern that there is a risk of immediate serious harm to a young person may make a referral to the appropriate agency (See Appendix D)
7.4	In an emergency, if the designated teachers are not in school and cannot be contacted, any child protection issue should be referred to the Principal. All staff also have out of hours contact details for the designated safeguarding lead.

8.	Role of the Governing Body
8.1	The link governor for Safeguarding is Dan Costello.
8.2	The link governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff
8.3	The governors will ensure that the policy is regularly reviewed and updated and the school complies with the local safeguarding procedures
8.4	The governing body will also ensure that students are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum
8.5	The governors will ensure that the school has procedures for dealing with allegations against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
8.6	The Principal and the governing body will ensure that the school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers

9.	Child Safeguarding Practice Reviews
9.1	The Trafford Safeguarding Board will always undertake a safeguarding practice review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.
9.2	The review will find out if there are any lessons to be learnt from the case and how local professionals and agencies work together to safeguard and promote the welfare of young people.
9.3	The review will improve inter-agency working to better safeguard and promote the welfare of children and young people.
9.4	If required, the school will provide an individual management report for a serious case review and cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

10.	Attendance and Safeguarding
10.1	As a school we aim to maintain and raise levels of achievement by ensuring the highest possible levels of attendance, punctuality and involvement in school. Parents/Carers have

10.2	a legal obligation to ensure that their children attend school every day unless there is a good reason for their absence.
10.3	It is the form tutor's responsibility to take the register each morning.
10.4	It is the subject teacher's responsibility to take a register (using the electronic registration system) at the start of each lesson and to make a note of any student who leaves the room during the lesson for whatever reason.
10.5	The Pastoral Assistant / Sixth Form Administrator will contact the family of any student who is absent without notification on the first morning of the absence. First day absence contact is a priority in this school. The Pastoral Assistant / Sixth Form Administrator keep comprehensive records for these absences.
10.6	Unexplained absences from school can indicate an increased risk of child sexual exploitation, radicalisation, neglect, 'county lines' or other forms of abuse and harm.
10.7	In accordance with the Attendance Policy, all absences will be rigorously pursued and recorded.
10.8	Any student who needs permission to leave a lesson is expected to inform the Pastoral Assistant of any forthcoming absence. Permission to leave a lesson will be indicated on the SIMS register. Students will not be able to leave a lesson without the note being present on SIMS.
10.9	All parents/carers who are collecting a student from school during the school day will be asked to sign the student out in the signing out book.
10.10	If a request for absence has not been authorised and a student/student does not arrive in school, the school may request that the Education Welfare Officer conducts a home visit to ensure the safety of the student/student.
10.11	<p>There are certain vulnerable children who are more likely than others to go missing from education:</p> <ul style="list-style-type: none"> • Young people who have committed offences • Young runaways • Children with long term medical or emotional problems • Looked after children • Young carers • Children from transient families • Children who are excluded from school • Migrant children • Children being forced into marriage
10.11	<p>There is a Child Missing Education (CME) named point of contact in every local authority and every practitioner working with children has a responsibility to inform the CME contact if they know or suspect that a child is not receiving education.</p> <p>Please read the attendance policy for the full details.</p>

11.	Students placed in alternative provision
	If the school place students in alternative provision, the school remains responsible for the safeguarding of the students placed in that provision. Therefore, the school will obtain a written statement from the provider that they have completed all the necessary vetting and barring checks that are necessary on their staff and need to be satisfied that safeguarding arrangements are effective.

12.	Safeguarding Students with Medical Needs
12.1	The school provides clear procedures for managing prescription medicines that need to be

	taken during the school day.
12.2	All staff are given clear guidance to on the administration of medicines
12.3	All staff are given access to the health and medical information at the start of each academic year, which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy. The folder also contains the flowcharts distributed to all Trafford Schools.
12.4	Staff also have to check the health and medical information for all the classes they teach. All staff will be notified of any changes throughout the academic year, an email is circulated by the Pastoral Assistant. Please read the Supporting Children in school with Medical conditions Policy for more details.

13.	Safeguarding Students – First Aid
13.1	There are a number of teaching and associate staff who are trained and designated first aiders.
13.2	All staff are issued with the appropriate guidance from Trafford for dealing with asthma, diabetes, anaphylaxis and epilepsy.
13.3	All first aiders are also issued with procedures for dealing with a student who is unwell during the school day and How to contact Emergency Services.
13.4	First aiders are aware that a record of any incident they have dealt with has to be recorded and given to the Pastoral Assistant.
13.5	First Aid kits are located at: <ul style="list-style-type: none"> • Main School Reception • Senior Tutor Room • PE Office • Devisdale • Sixth Form Office
13.6	Staff on school trips should be made fully aware of the medical needs of students, the procedures for administration of medication and the relevant emergency procedures.
13.7	All parents/carers should complete medical details' and emergency contact form before any residential trip. This is in addition to the form completed in Year 7. There is a requirement for a first aider to be part of the staffing for any residential trip.

14.	Self-Injury (See Appendix H,I,J)
14.1	Self-injury describes a wide range of things that people do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve: <ul style="list-style-type: none"> • Cutting, often to the arms using razor blades, broken glass, scissors or a pair of compasses (including scratching, picking, biting or scraping). • Burning using cigarettes or caustic agents. • Punching and bruising. • Inserting or swallowing objects (sharp objects or harmful substances). • Head banging (hitting themselves against objects). • Hair pulling out (hair, eyelashes or eye brows). • Restrictive or binge eating. • Overdosing • Self-neglect • Alcohol abuse • Taking personal risks • Sleep deprivation
14.2	Any member of staff who is aware of a student engaging in or suspected to be at risk of

<p>14.3</p>	<p>engaging in self-injury should refer to the Senior Tutor, safeguarding officer. Students may choose to confide in a member of staff if they are concerned about their own welfare or that of a peer. This should, however, be referred on.</p>
<p>14.4</p>	<p>In order to offer the best possible help to students it is important to try to maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust. Students need to be made aware that it is not possible to offer confidentiality. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure in you to do so.</p>
<p>14.5</p>	<p>In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times.</p>
<p>14.6</p>	<p>If a student has self-injured in school the pastoral assistant, or another first aider should assess the injury.</p>
<p>14.7</p>	<p>Following the report, the Senior Tutor or safeguarding officer will implement the following as appropriate:</p>
<p>14.8</p>	<ul style="list-style-type: none"> • Inform student that parents/carers will be contacted and when • Contact parents / carers as soon as possible and arrange a meeting in school • Advise parents / carers to book an appointment with their GP to set seek further professional assistance • Arrange professional assistance through any agencies who work with the school e.g. school nurse, Healthy Young Minds • Arrange an appointment with the school counsellor, unless an external agency is already involved • Ensure there is access to regular appointments if the counsellor is the main external agency working with the student/student • Inform a member of the PE/dance staff if any adjustments to the kit are required • Inform other members of teaching staff that the student is experiencing severe emotional difficulties • Set up support group for friends if necessary • Inform the designated safeguarding lead • Report back to the member of staff who raised concerns • Offer the student access to a staff member of their choice on a regular basis for ongoing support. <p>All staff should follow the guidance for staff sheet, flow chart on how to deal with self-injury.</p>
<p>14.9</p>	<p>Please read the school’s Self Injury Policy and the Eating Disorders Policy for more details.</p>

<p>15.</p>	<p>Working with Agencies</p>
<p>15.1</p>	<p>Altrincham Grammar School for Girls recognises and is committed to its responsibility to work with other professionals and agencies both to ensure student’s needs are met and to protect them from harm.</p>
<p>15.2</p>	<p>The school will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.</p>
<p>15.3</p>	<p>Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles.</p>
<p>15.4</p>	<p>The school recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection</p>

	Conferences, Core Groups, Strategy Meetings, Child in Need meetings, CAF Meetings and any other multi agency meetings which are required.
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16.	Anti-Bullying
16.1	All children have a right to feel safe and be protected in school from all types of harassment and bullying: derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, transphobic, racial and cultural harassment; cyberbullying and disability or SEN based bullying.
16.2	Bullying is a subjective experience and can take many forms, making it extremely difficult to define. The nature of bullying is changing and evolving as technology develops.
16.3	All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique and the effects can lead to: <ul style="list-style-type: none"> • depression and anxiety • increased feelings of sadness, helplessness, low self-esteem, lack of confidence and loneliness • loss of interest in activities they used to enjoy • lost or destroyed clothing, books, electronics, or jewellery • frequent headaches or stomach aches, feeling sick or faking illness • changes in eating habits, like suddenly skipping meals or binge eating. • difficulty sleeping or frequent nightmares • declining grades, loss of interest in schoolwork, or not wanting to go to school • sudden loss of friends or avoidance of social situations • self-destructive behaviours such as harming themselves, or talking about suicide.
16.4	Definitions are different and individuals have different experiences; however, from the accounts that the Anti Bullying Alliance have heard from children and young people, they consider bullying to be: <ul style="list-style-type: none"> • Repetitive, wilful or persistent • Intentionally harmful, carried out by an individual or a group • An imbalance of power, leaving the victim feeling defenceless
16.5	Bullying can be: <ul style="list-style-type: none"> • Physical – pushing, kicking, hitting, pinching, biting and other forms of violence or threats. • Verbal – name calling, sarcasm, spreading rumours, persistent teasing. • Indirect – spreading rumours, excluding from groups, writing graffiti, posting photographs or images on line. • Cyber Bullying using technology such as mobile phones, email, social media sites to harass, threaten, embarrass, intimidate or target another person. • Emotional – exclusion, ostracising, tormenting, threatening gestures, ridicule, and humiliation. • Racist – racial taunts, graffiti, gestures. • Religious – offensive comments, references to religious belief, lifestyle or background. • Sexual – unwanted physical contact, abusive comments. • Transphobic • Homophobic • Disability/educational need
16.6	There are procedures in place for students to report any incidents of bullying and the Lead senior tutor is also the named person for anti-bullying
16.7	A range of strategies are used including restorative practice conducted by trained facilitators.
16.8	A record of all bullying incidents is kept by the school Please read the school's Anti Bullying Policy for more details.

17.	E-Safety
17.1	The school has an Acceptable Use policy which recognises that internet safety is a whole school responsibility (staff, students, parents).
17.2	Students may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
17.3	We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies. The school will follow the guidance and advice as contained in the 'Teaching online safety in schools' guidance (June 2019). All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
17.4	Please read the school's Acceptable Use Policy for more details.

18.	Curriculum and Staying Safe
18.1	Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. 'Keeping Children Safe in Education' (2019) states that "Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.' This may include covering relevant issues through personal, social health and economic education (PSHE) and through relationships and sex education (RSE). The school will follow the guidance and advice as contained in 'Teaching online safety in schools' guidance (June 2019) and 'Relationships education, relationships and sex education' (RSE) and health education' (2020).
18.2	As well as covering many aspects in PSHE lessons, specific systems outside of expected day to day classroom interaction and support include: school council; peer-mentoring systems; regular feedback questionnaires with groups of students, and resources/ideas in form time, assemblies and lessons.

19.	Site & Road Safety
19.1	The school is a split site school, located on 3 main sites
19.2	Each of the Main entrances to the site is accessed by a key coded system between the school day (8.30-3.45pm). Outside these times staff swipe their badges to gain entry to the school building.
19.3	All students have to move between the three sites to utilise the necessary specialist equipment in different buildings.
19.4	Reminders are given to all students about safety when crossing at the Zebra crossing on Cavendish Road as well as when using the pedestrian refuge on St Margaret's Road. This is delivered through form time, assemblies and the Bulletin.
19.5	Students are also reminded that they are not to travel to the Devisdale/Sixth Form site unless they are with another student. Students are reminded to see the Pastoral Assistant if they are on their own and need to travel to the Devisdale/Sixth Form. These reminders are delivered by the Senior Tutor, assemblies and through letters to parents/carers.
19.6	A letter is sent to all parents/carers of students joining the school in Year 7 to ask parents/carers to remind their child about the importance of adhering to the Highway Code and also to remind parents/carers to park away from the Main Entrance to the school site between 8.15 – 1.45am and 3.20 – 3.45pm.

20.	Off-site trips/Residential
20.1	The school acknowledges the importance of educational visits and outdoor activities in fulfilling its curricular aims both within and outside the normal school day. Such experience is required by or does much to enhance the delivery of KS3, KS4 and sixth form courses and it contributes in many ways to personal and social development.
20.2	The school accepts that leaders have a duty to take all reasonable care for the students' safety and to act as a prudent parent would in similar circumstances.
20.3	The school will share confidential information as relevant with the trip leader to ensure the young person is safe.
20.4	Full information to parents/carers about arrangements for any off-site visit or activity is a prerequisite, as is their written agreement to such arrangements, including a completed and up to date medical form for any residential trip
20.5	Staff must request permission to take a trip and do this by completing a pink form which is then discussed at SMT. Once this has been approved, staff must complete either a Form A or Form B (depending on the nature and duration of the trip). Organisers are then referred to the Trafford Guidelines for the risk assessment, First aid requirements and Supervisors duties. Please read the school's Educational Visits Policy for more details.

21.	Planned Visits by parents/carers, agencies and other visitors
21.1	Staff to notify Reception of the name, date and time of any visitors to the school.
21.2	The visitor will be asked to sign in at the office.
21.3	The visitor will then be issued with a visitor's badge and asked to remain in the reception waiting area until the person they are asking to meet comes and meets them in reception.
21.4	At the end of the visit the member of staff meeting the visitor will be escorted to the reception area and formally signed out of the building.
21.5	Any visitors giving a presentation or talk to the students will be asked to read and sign the visiting speaker's agreement. Unplanned visits by parents/carers, agencies and other visitors
21.6	The visitor will be asked to sign in at the office. A name will be recorded and the nature of the visit / or the person to be visited will be asked for.
21.7	The visitor will then be issued with a visitor's badge and asked to remain in the reception waiting area until the person they are asking to meet comes and meets them in reception.
21.8	If the member of staff cannot be located either another member of staff will come to the Reception or the visitor will be asked to come back at a specified time or to telephone the school to make an appointment at a mutually convenient time.
21.9	At the end of the visit the member of staff meeting the visitor will be escorted to the reception area and formally signed out of the building. There are occasions where students who have recently left the school due to age or circumstance return to pick up work / meet staff / gain a reference. They should however report to Reception on arrival at the site.

22.	Publicity & Photography of Students
22.1	There are many occasions when we might take photographs of students, as members of an audience or as participants in a school production or on a school trip.
22.2	All parents/carers receive a letter to give permission for their child's photographs to be used in certain publicity documents. Students in Yr. 9 -13 will also be asked for their consent under GDPR.
22.3	A new letter is issued to the students as they join the Sixth Form.
22.4	

	A database is collected of the parents/carers and student responses and it is the role of the staff to ensure this is checked prior to using any photographs of students.
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23.	Safer Recruitment.
23.1	The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.
23.2	The Bright Futures Educational Trust Safer Recruitment Policy provides a good practice framework that complies with the principles also set down in the school's Equal Opportunities Policy.
23.3	The school aims to: <ul style="list-style-type: none">• Ensure that recruitment and selection policies meet the requirements of employment and equal opportunities legislation• Enable the rigorous and unbiased appointment of staff.• Provide systems and procedures for safe practice in recruitment, in order to safeguard and promote the welfare of students.• Ensure that the best staff available are appointed and deployed in the most effective way to the benefit of the students. Please read the Bright Futures Educational Trust Safer Recruitment of Staff Policy for more details.

24.	Safeguarding Allegations against Staff
24.1	The Trust Staff Code of Conduct makes all staff aware that inappropriate behaviour towards students is unacceptable and their conduct must be beyond reproach.
24.2	Any complaints about the behaviour of a member of staff from a parent or member of the public will be dealt with in line with the Trust's Complaints Policy.
24.3	If staff are concerned about the conduct of a colleague towards a student, they should take their concern to the designated safeguarding lead or the Principal who will follow the correct procedure in line with the Trust's Whistle Blowing Policy which enables a concern or allegation to be raised in confidence and for a sensitive enquiry to take place. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.
24.4	For school concerns, where it is felt the matter cannot be raised with the Principal/Head of School, it should be raised with the Chief Executive Officer (CEO) of the Trust. As a last resort, staff are able to call the NSPCC Whistle-blowing Helpline on 0800 028 0285.
24.5	Any allegations made to a school concerning staff who no longer work there should be referred to the designated safeguarding lead who will, in turn, refer to the Local Authority.
24.6	Any historical allegations made regarding a current member of staff should be referred to the designated safeguarding lead for immediate referral to the Principal who will contact the Local Authority Designated Officer.
24.7	Staff, parents and governors should be aware that publication of any material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal communication or writing, including content placed on social media sites.

This policy should be read in conjunction with other policies which are part of the school's procedures for safeguarding all students <ul style="list-style-type: none">• Anti Bullying• Substance Misuse

- Medicines and Health
- Educational Trips and Visits
- Health & Safety
- Bereavement
- Self-Injury
- Safer Recruitment
- Special Educational Needs
- Looked After Children
- Equal Opportunities
- Exclusion
- E Safety
- PSHE
- Single Equality Plan
- Attendance
- Behaviour for Learning
- SRE
- Whistle blowing
- Managing Allegations against staff/volunteers
- Preventing Extremism and Anti Radicalisation Policy
- Staff Code of Conduct

Useful links

Trafford Multi Agency Threshold Guidance

<http://www.tscb.co.uk/docs/Threshold-Guidance---updated-101115.pdf>

Common Assessment Framework

http://www.proceduresonline.com/greater_manchester/childcare/trafford/chapters/p_caf.html

Single Agency Referral form

<http://www.tscb.co.uk/docs/trafford-single-agency-referral-sarf-procedures.pdf>

Trafford Safeguarding Children's Board

www.tscb.co.uk

Appendix A-Different Forms of Abuse

Physical abuse

This may involve hitting, shaking, throwing, poisoning, burning or scolding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.

Emotional abuse

This is the persistent emotional maltreatment of the young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may be inappropriate expectations being imposed on a young person. It may also be witnessing the ill-treatment of another. It can include bullying.

Sexual abuse

This is the forcing or enticing the young person to take part in sexual activities, whether or not a young person is aware of what is happening. This may also include the young person looking at inappropriate material or being asked to behave in inappropriate ways.

Neglect

This is the failure to meet a young person's basic physical and/or psychological needs, which may result in serious impairment of their health or development. It may also include neglect of a young person's emotional needs.

Peer on peer abuse

Anyone who has a concern that a child might have been abused by another child should refer their concerns to children's social care in accordance with the referrals procedure. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.

Appendix B – Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. It is important to remember CSE that can affect any child or young person under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

Signs include:

- underage sexual activity (can still be abuse even if the sexual activity appears consensual)
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Referral for CSE

Concerned about a young person? Think they are at risk of CSE?



Refer to Designated Safeguarding Officer



Contact the Trafford CSE Team Phoenix Project 0161 856 7782
phoenix.trafford@gmp.pnn.police.uk



If someone is in immediate danger, contact the police on 999 or 101



Keep a log of all details shared.



If appropriate inform parents/carers



Inform Social Services

Appendix C – Female Genital Mutilation

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.

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.

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
- 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 urinary tract infection
- Disclosure

How to Refer

- Report to the child protection designated person or in an emergency - do not delay – ring 999. The referral should be made by the member of staff with whom the disclosure was shared.
- If a student is thought to be at risk of FGM, staff should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure.
- An interpreter must be used in all interviews with the family if their preferred language is not English. The interpreter must be female.
- The referral must be written up asap (within 24 hours)

STRATEGY MEETING / DISCUSSION

- **Once a referral has been received by the police, Children's Social Care Services, education or relevant health care providers for either a student who is at risk or has undergone FGM, a Strategy Meeting / Discussion must be convened within two working days.**
- A student who has undergone FGM should be seen as a Child in Need and offered services as appropriate. The Strategy Meeting should consider the need for medical assessment and / or therapeutic services for her.

Appendix D – Information and Guidance sheet given to all staff – How to deal with a disclosure.

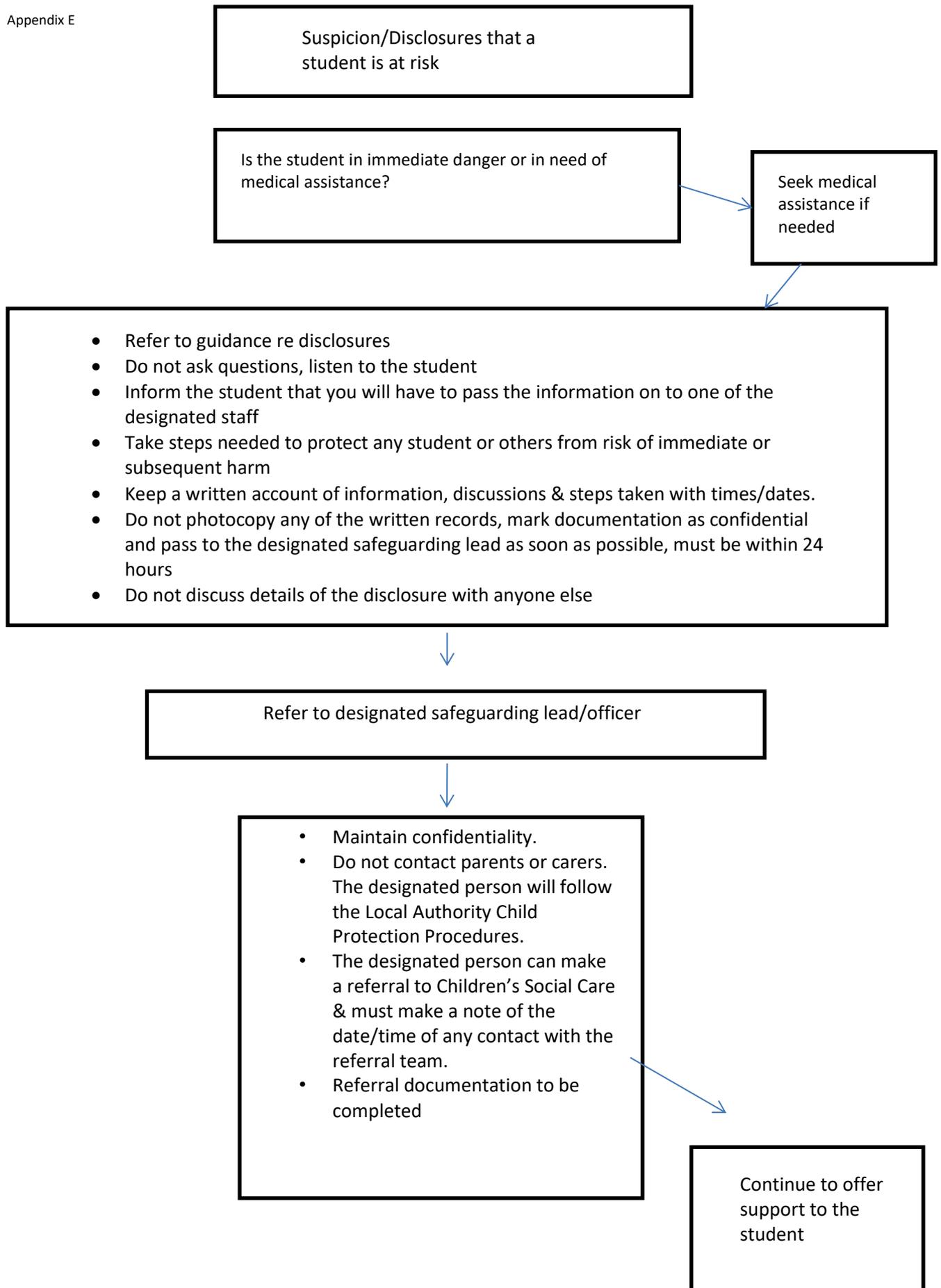
The following guidelines highlight the most important points to remember when dealing with the disclosure, which may be a safeguarding issue:

1. Always accept what the student says no matter how difficult you find it. Remember it is taken great deal of courage for the student to disclose.
2. **Never promise to keep a secret or anything confidential**, no matter how insistent the student is. Explain that you may need to share this information with someone who can help them.
3. Never stop a student who is freely recalling events.
4. Stay calm and be reassuring, but avoid physical contact with the student.
5. Listen carefully and patiently to the student. Do not press for information. Well-intentioned questions at this stage could result in failure of a criminal prosecution.
6. Do not discuss anything with anyone other than the designated safeguarding lead/safeguarding officers.
7. Report the disclosure as soon as possible to the designated safeguarding lead/safeguarding officers. Keep the student informed of any actions you are prepared to take at every stage.
8. Record the details of the disclosure on CPOMs, upload any notes and share with the safeguarding team. **Do not photocopy any records you have made.** Any comment by the student or an adult about how an injury or any form of abuse occurred, should be recorded, quoting words actually used, as soon as possible after the comment has been made. **Disclosures must be written up asap (within 24 hours) and the date and time at which the report is written should be included.**
9. **If the student is over 18, and is not a danger to themselves, permission must be obtained from the student to share the information they have disclosed with outside agencies.**
10. Take care of yourself. Make sure you have the opportunity to discuss your feelings with a fellow professional at a later date. Do not discuss details with your family or friends.
11. Disclosure may occur through a third party. Report any such incident to the designated safeguarding lead/safeguarding officers as soon as possible. Only proceed with further questions under their guidance.

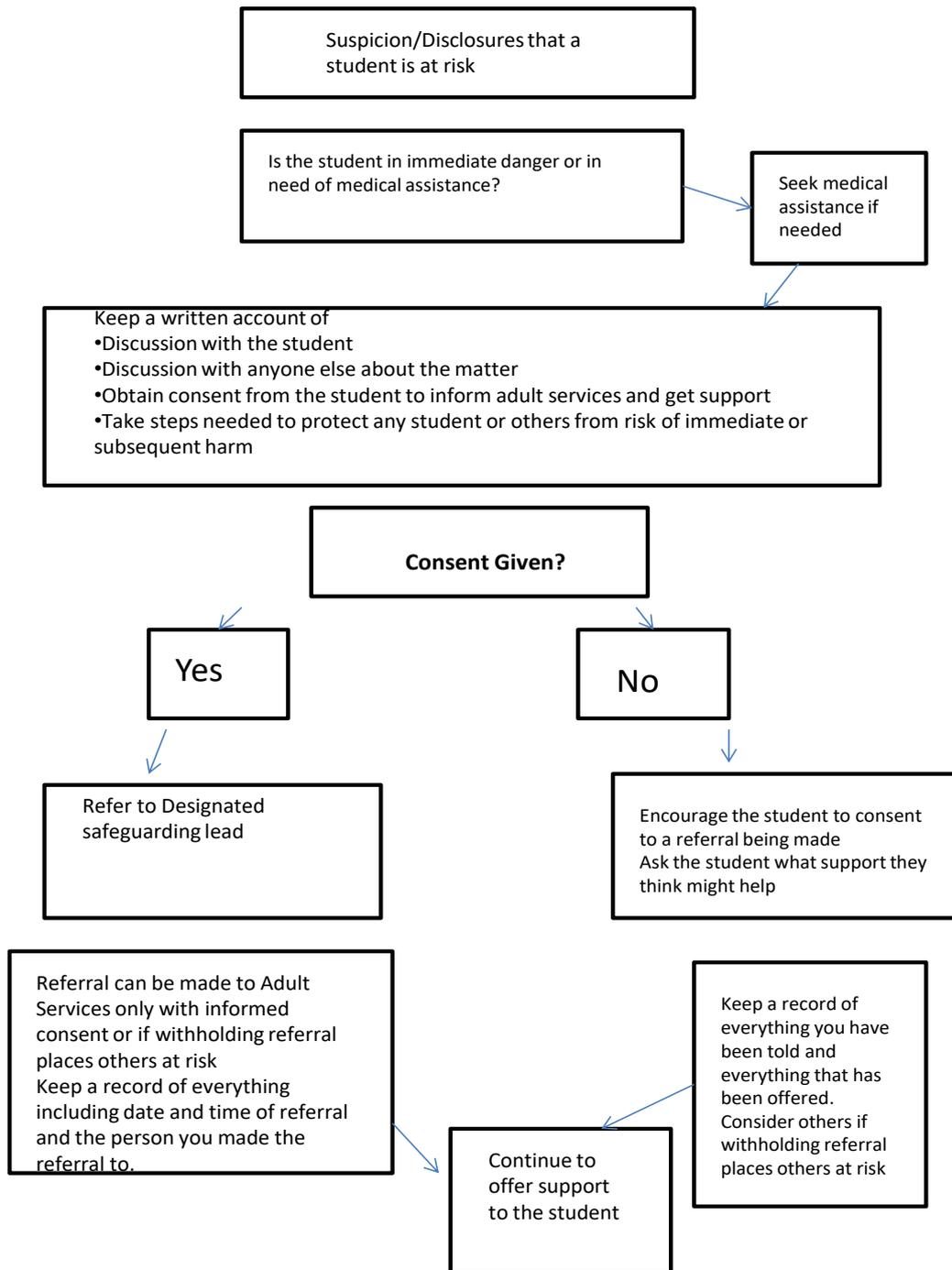
Who to Contact

- Report any concerns to the designated safeguarding lead, Vice Principal Jenny Ogunmyiwa Ext 7118
- If not available, please contact Katie Galvin, Head of Sixth Form Ext 7105, Lead Senior Tutor Amanda Wright Ext 7134.
- If not available, please contact Stephanie Gill, Principal

If you are unable to contact any of the above; under the new guidance any member of staff who has a concern that there is a risk of immediate serious harm to a young person may make a referral to the appropriate agency (Trafford MARAT team 0161 912 5125)

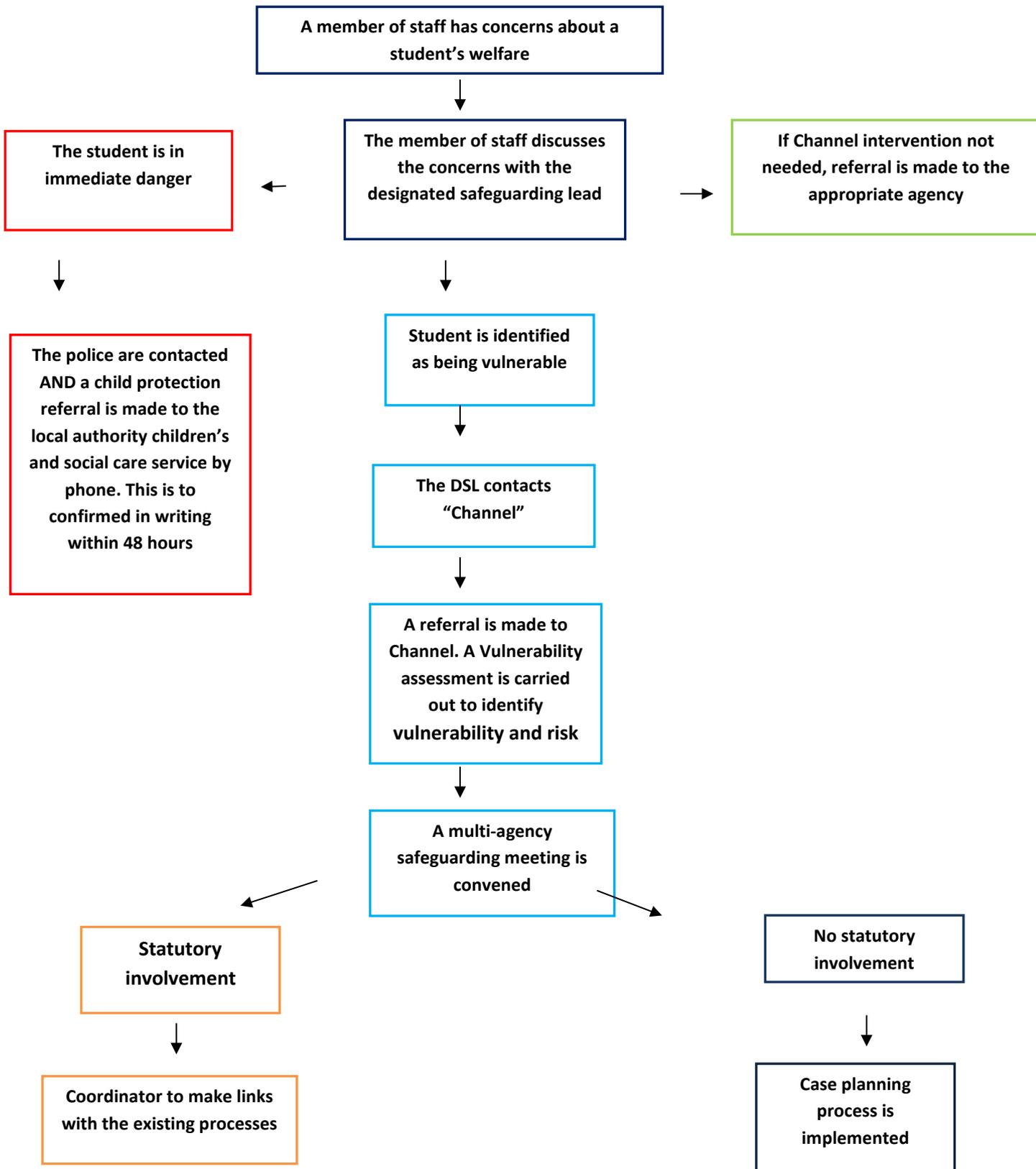


For suspected cases of abuse – Over 18 years



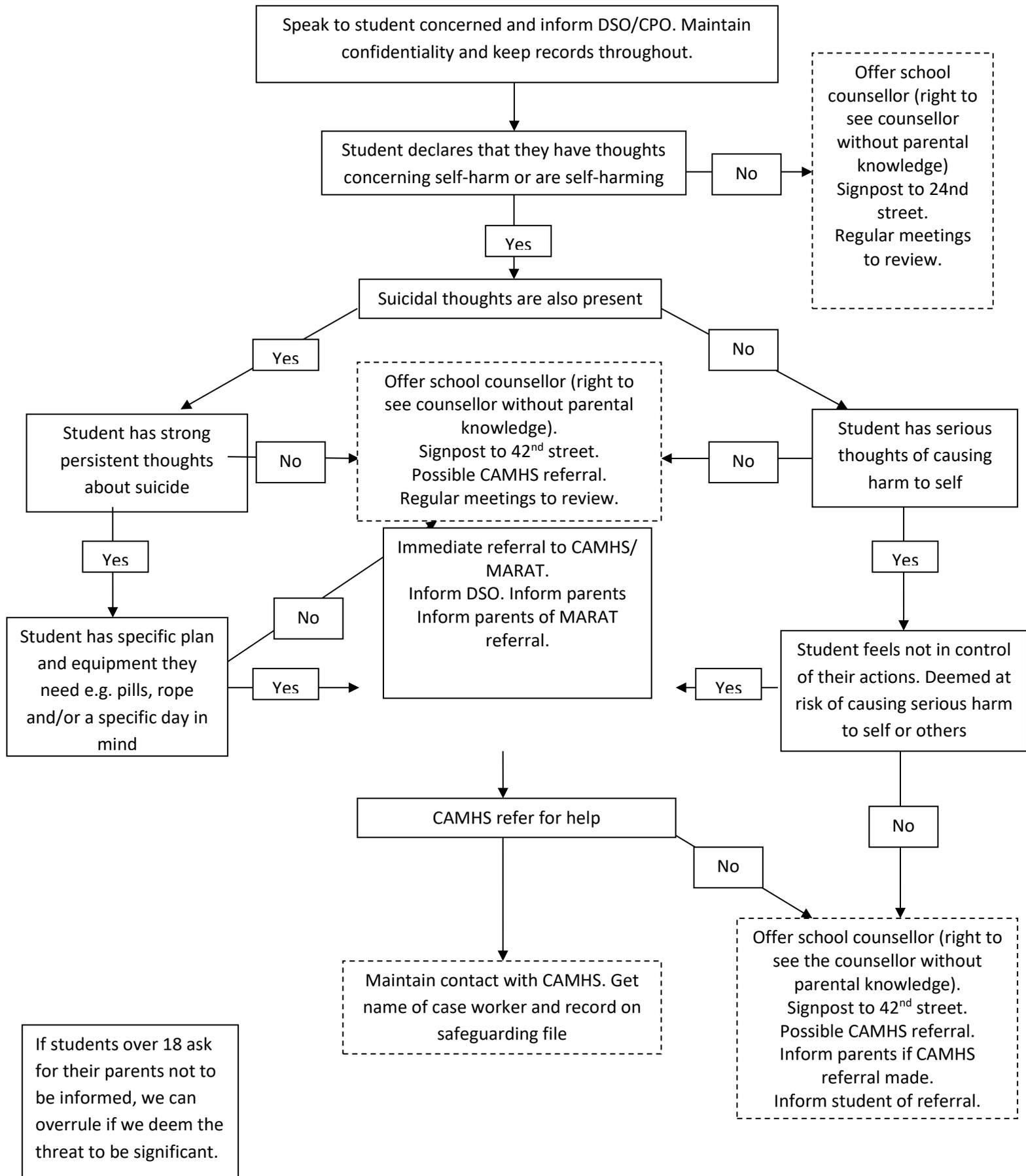
Referral to be written up ASAP (within 24 hours)

Appendix G – Preventing Extremism Flowchart



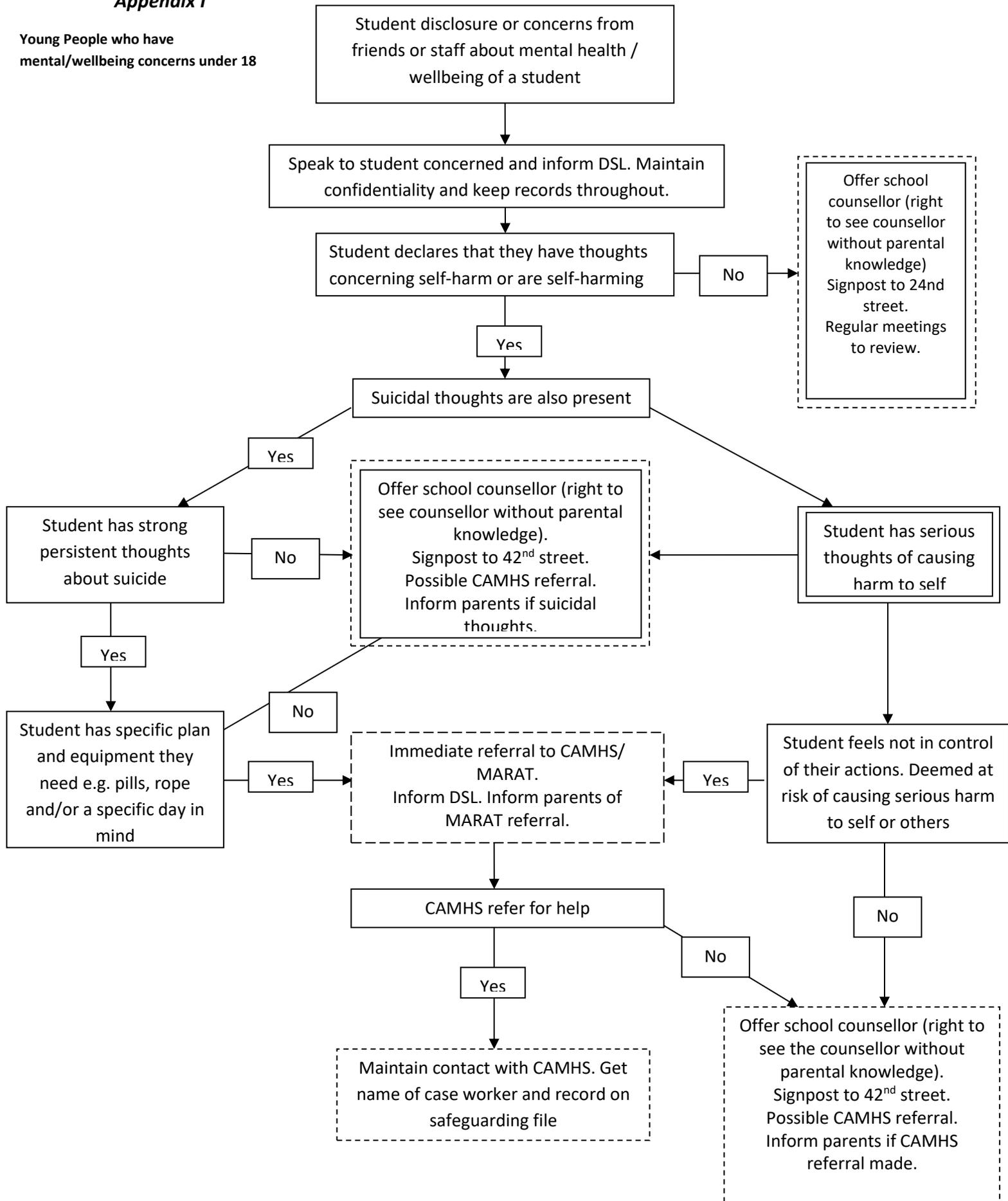
Referral to be written up ASAP (within 24 hours)

Appendix H—Young People who have mental health/wellbeing concerns over 18 years

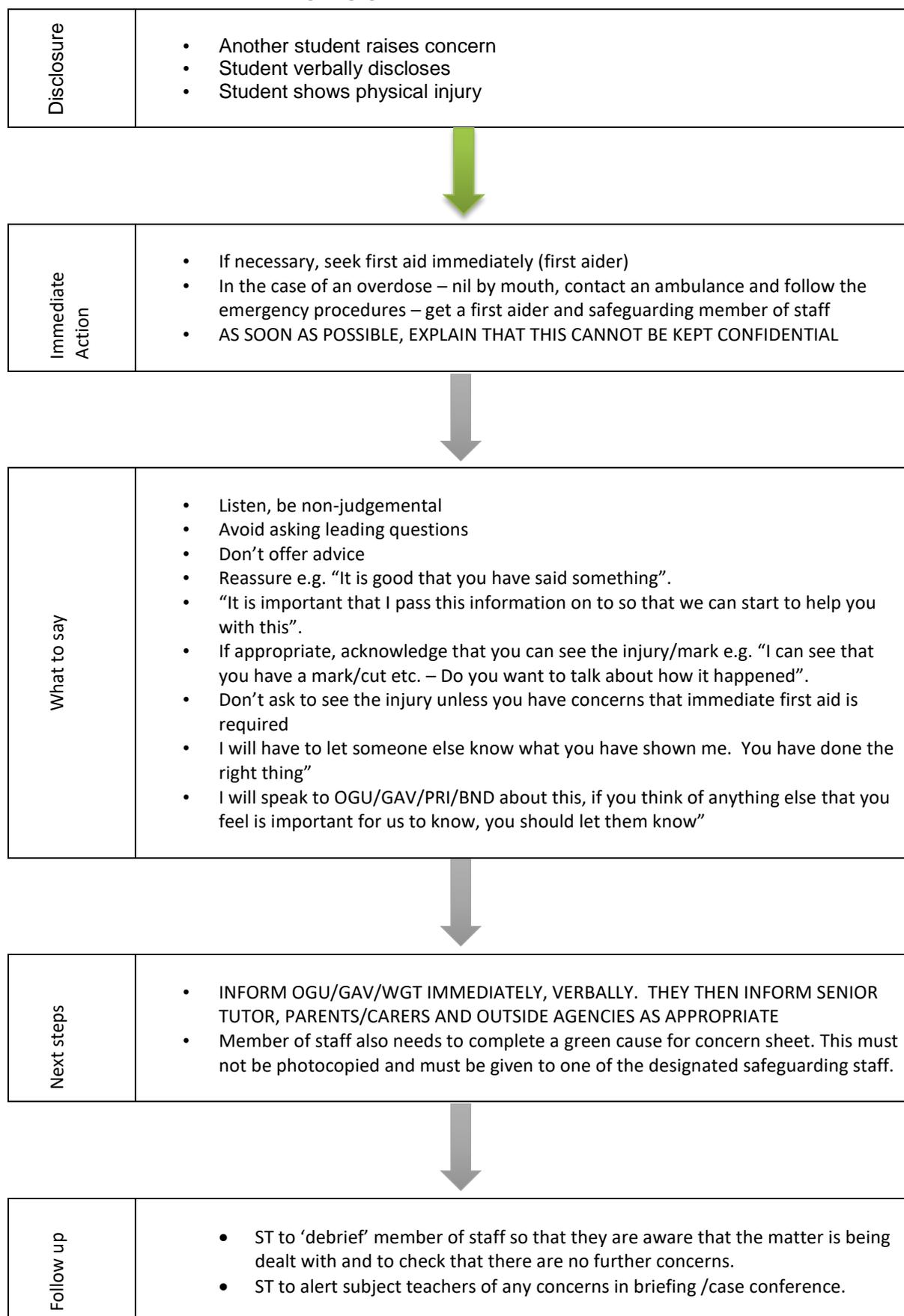


Appendix I

Young People who have mental/wellbeing concerns under 18



Appendix J Self-injury procedures for staff



Appendix K Referral Process

(for suspected cases of forced marriage)

