

<p>SAFEGUARDING & CHILD PROTECTION POLICY Academic Year 2024-25</p>
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<p>Rationale for the Policy:</p>	<p>Altrincham Preparatory School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment. All children have the right to be protected from harm.</p>
<p>Policy Aim:</p>	<p>To ensure that protocols and procedures are highlighted and ensure that information around each safeguarding issue can be better understood so that all adults working with the children and young people in our care can be kept safe from harm.</p>

<p>Author:</p>	<p>Claire Finch- Designated Safeguarding Lead (DSL)</p>
<p>Agreed and Authorised by:</p>	<p>Senior Leadership Team (SLT) and Governing Body</p>
<p>Date agreed:</p>	<p>September 2024</p>
<p>To be reviewed:</p>	<p>September 2025 (as a minimum, but more frequently as required)</p>

<p>Category:</p>	<p>External</p>
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required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

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This Safeguarding & Child Protection Policy is applicable to all pupils, including those in the EYFS.

This policy is available on the school website, and is reviewed and ratified annually by the Governing Board or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Nominated Governor	Chair of Governors
2024-25	Claire Finch (Whole School DSL, including EYFS) *Please note, 2 of the DDSLs work in Nursery, which is open 48 weeks per year	Mrs Finnie Mrs Abbie Stewart Miss Abbie Neild Miss Kerrie Cassel	Mr John Davies	Mr Andrew Hill

Policy Review Date	September 2024
Ratified by Governors	
Signed	
Date Mr Andrew Hill Chairman of Governors
Policy Shared with Staff:	September 2024

Altrincham Preparatory School works under the Trafford Safeguarding Team.

**Altrincham Preparatory School
Child Protection and Safeguarding Advice
Contact List – September 2022**

Role / Agency	Name and role	Contact Details
School Designated Safeguarding Lead (DSL) / Child Protection Coordinator	Mrs Claire Finch Whole School DSL (inc EYFS) Deputy Head (Pastoral)	c.finch@altprep.co.uk School main reception: 0161 9283366 ext: 203 Mob: 07754174054
Deputy DSL	Mrs Holly Finnie Deputy Head (Academic) Mrs Abbie Stewart Head of Educational Operations Mrs Kerrie Cassel Nursery Manager Abbie Neild Deputy Nursery Manager	h.finnie@altprep.co.uk 0161 9283366 main reception. a.stewart@altprep.co.uk 0161 9283366 main reception. k.cassel@altprep.co.uk 0161 9283366 main reception. a.neild@altprep.co.uk 0161 9283366 main reception.
Details of nominated officers	Please see posters in the Appendices and on walls of each room around school.	
Governor with responsibility for Child Protection and Safeguarding	Mr John Davies Designated Governor for Safeguarding	j.davies@altprep.co.uk
Chair Of Governors	Mr Andrew Hill	a.hill@altprep.co.uk

Designated Teacher for Children who are Looked After and previously Looked After Children	Mrs Claire Finch Whole School DSL Deputy Head (Pastoral)	c.finch@altprep.co.uk
Individual Needs coordinator (SENDCo)	Mrs Holly Finnie Deputy Head (Academic)	h.finnie@altprep.co.uk
PSHE / RSHE Coordinator	Mrs Yvette Bonfante	y.bonfante@altprep.co.uk
Online Safety Coordinator	Mrs Abbie Stewart Head of Educational Operations	a.stewart@altprep.co.uk
Trafford Safeguarding Children's Partnership		
Local Authority Children's Social Services. First Response Team. Multi-Agency Safeguarding Hub.	Urgent Child Protection concerns / initial referral	0161 9125125 firstresponse@trafford.gov.uk
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	Out of hours duty team: 0161 9122020
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0161 9125125 firstresponse@trafford.gov.uk
Local Authority Designated Officer	Allegations against adults in school	0161 9125125 firstresponse@trafford.gov.uk Anita Hopkins
NSPCC Whistleblowing Helpline	Allegations against adults in school	0800 028 0285 Email: help@nscpsc.org.uk
PREVENT Team	Prevent training/advice	0161 9125125 firstresponse@trafford.gov.uk Contact: GMP Engagement Officer tel: 0161 7654587

Any incidents causing serious harm should also be reported to the police from the outset, using the 101 number, as should any other crime that has been committed.

DfE Prevent Helpline and Mailbox for non-urgent advice for staff and governors – 0207340 7264
email: counter-extremism@education.gsi.gov.uk

Channel Team: Channel Team GMP CTU Tel: 0161 8566326
email: channel.project@gmppolice.uk

Children Missing Education – cme@trafford.gov.uk Tel: 0161 9124810

Reporting Female Genital Mutilation – call 101. Staff should follow the Trafford local safeguarding children’s partnership procedures. (Found in the staff rooms and on the One Drive)

Other contacts in the surrounding areas:

The home address of a pupil you have a concern about governs the relevant local agency that you call.

Warrington	Warrington Multi-Agency Safeguarding Hub (MASH)	Telephone: 01925 443322/442468 email: childrenreferral@warrington.gov.uk
	Out of hours	01925444400
Cheshire East	Cheshire East Consultation Service (ChECS) General enquiries:	03001235012
Manchester	Manchester Contact Centre	0161 2345001

Childline	0800 1111
NSPCC	0808 800 5000
The Children’s Commissioner	0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk
Designated Nurse for Safeguarding Children	0161 912 4489

Altrincham Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers and visitors to share this commitment.
All children have the right to be protected from harm.

Glossary

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm. **Safeguarding** refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- DT Designated Teacher for Looked After and previously Looked After Children
- LSC Learning Support Coordinator
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, Social, Health and Economic Education
- RSE Relationships and sex education
- CSWS Childrens' Social Work Services
- KCSIE Keeping Children Safe in Education
(DfE, September 2024)

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and wear a lanyard at all times through the visit. Staff must ensure that visitors to school are supervised as appropriate.

1. Aims

1.1 Altrincham Preparatory School (APS) aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The best interests of the child are taken into consideration.
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of collaborative responsibility and vigilance is created and maintained to ensure that we will also act in the best interest of the children to protect them online and offline.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.
- We are a listening community.

- 1.2 The Governing Board and staff of Altrincham Preparatory School (hereinafter referred to as “the school”) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.
- 1.3 The school always endeavours to consider the best interests of the child.
- 1.4 The responsibilities set out in this policy applies (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.
- 1.5 It is important that children feel that they have the opportunity to be listened to. Children have a designated class teacher as their first port of call as well as any member of the Senior Leadership Team (SLT). Children should be allowed to turn to any member of staff of their choice for help and support.

2. Legislation and statutory guidance

2.1 This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2024](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our Trafford Strategic Safeguarding Partnership (TSSP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSPW) (Safer Recruitment Consortium May 2019)
[Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium Addendum April 2020\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE 2021\)](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

Education and Training (Welfare of Children) Act 2021
<https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>

Schools and colleges are under a statutory duty to cooperate with the published Trafford Safeguarding arrangements. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2024).

Schools and colleges are under a statutory duty to cooperate with the published Local Safeguarding Children's Partnership (LSCP) arrangements. This policy conforms to locally agreed inter agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSIE (DfE 2024).

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage](#).

3. Definitions

3.1 **Safeguarding and promoting the welfare of children** means: (as defined in KCSIE 2024)

- Providing help and support to meet the needs of children as soon as problems emerge protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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
- Taking action to enable all children to have the best outcomes

3.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

3.3 Appendix 1 explains the different types and indicators of abuse.

3.4 **Children** includes everyone under the age of 18.

4. Equality statement

4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4.2 We give special consideration to children who:

- Have special educational needs or disabilities
- Have a social worker
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, or sex or sexual orientation
- Have English as an Additional Language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Children who are in the court system
- Children with a parent in prison

- Are at risk of FGM and other forms of honour based violence, sexual exploitation, forced marriage or radicalisation
- Are asylum seekers
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements).
- Children with parents who are in prison or have been in prison
- Children who have been abducted

5. Roles and responsibilities

5.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also applies to extended school and off-site activities. All staff are expected to read and understand this policy as part of their induction arrangements as well as the documents referenced in section 5.2 (All staff) below and any updates therein.

5.2 ALL STAFF

5.2.1 All APS Staff (whether they work directly with children or not) will read Part 1 and Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

5.2.2 All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [KCSIE 2024](#) and review this guidance at least annually.

5.2.3 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019) and the COVID addendum of GSWP (2022), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- The Early Help process and their role in it, including identifying emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCISE, liaising with the DSL, reporting it through CPOMS and sharing information with other professionals to support early identification and assessment.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing *can* be an indicator of factors such as abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour and education.

- The process for making referrals to local authority Trafford First Response Team and for statutory assessments that may follow a referral, including the role they might be expected to play. The summary of in-school procedures to follow where there are concerns about a child (pg 18) illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL or one of the DDSLs first to agree a course of action. In the absence of a DSL or DDSL being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to Trafford First Response will (wherever possible) be made by the Safeguarding Designated Staff, to the First Response Advice team (0161 9125125). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker. If this information is not known, Trafford First Response must be contacted to 'rescreen.'
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to the DSL and DDSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime. All staff to be aware that safeguarding incidents/behaviours can occur outside school or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education/absconding during the school day can also be a sign of safeguarding concerns (including CCE), and involvement in County Lines.

5.2.4 School cameras may be used to record pupils' learning and attainment and any images should be appropriately stored solely on the School network and are to not to be removed from the premises unless authorised and for appropriate use.

- Staff who work in a one-to-one situation with students should be mindful when taking photographs; this should be relevant and appropriate to the needs of the child. Permission must be sought from a member of the APS SLT for the capture of images in areas which may be deemed to be sensitive, e.g. swimming pool. Staff should ensure that all images they take or commission to be taken are wholly appropriate at all times.
- Where an image inadvertently contains something which may be viewed as inappropriate, e.g. an unfortunate camera angle, this should be taken to the DSL immediately in a spirit of transparency so that this may be addressed immediately.

- Personal devices must not be used to record or photograph pupils at any time.
- The use of personal mobile phones is not allowed in an EYFS setting. Personal mobile phones and personal cameras may only be taken into any areas where EYFS children are present to secure them safely in the lockers provided. Posters identifying these areas are displayed for anyone new to School.
- Use of personal mobile phones is covered under the Acceptable Use and Online safety policy, including the use of 3G/4G/5G networks.

5.3 THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED STAFF.

5.3.1 Our DSL is Claire Finch Deputy Head (Pastoral) who is a member of the Senior Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding, including online safety. Such as monitoring and filtering.

5.3.2 The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible, a trained DSL or DDSL will be available to be contacted by phone or online video – for example when working from home.

5.3.3 During term time, the DSL will be available from 7am to 7pm for staff to discuss any safeguarding concerns. (All contact details are on page 4 of this policy). Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. The DSL has agreed to be contacted outside of term time by the 2 DDSLs who work 48 weeks a year.

Email: c.finch@altprep.co.uk

Tel: 0161 9283366 extension: 203

Mobile: [07754174054](tel:07754174054)

When the DSL is absent, the following members of staff will act as cover:

Mrs Holly Finnie
Deputy Head (Academic)
Based at Marlborough Road

Mrs Abbie Stewart
Head of Educational Operations
Based at Highbury

Miss Kerrie Cassel
Nursery Manager
Based at Bank Place

Miss Abbie Neild
Deputy Nursery Manager
Based at Bank Place

5.3.4 If the DSL and deputies are not available, the Headmaster or Safeguarding Governor, as detailed on the safeguarding posters (see Appendix O) will act as cover (for example, during out-of-hours/out-of-term activities).

5.3.5 The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments to consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- The DSL will keep the Headmaster informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The DSL is responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The DSL and DDSLs should liaise with the Trafford safeguarding team and work with other agencies in line with Working Together to Safeguard Children (2018). When to Call the Police (NPCC 2020) should help designated safeguarding leads to understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable. The DSL is also the Learning Support Coordinator and so is aware that pupils in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at school.
- Has suitable training to ensure that any Children who are Looked After in the school are appropriately supported in the school.

The full responsibilities of the DSL are set out in Annex C of KCSIE, also in Appendix 2 of this policy – Role of the Designated Safeguarding Lead. The Designated Safeguarding Lead and all the deputy safeguarding leads must read and comply with this.

5.4 THE GOVERNING BODY

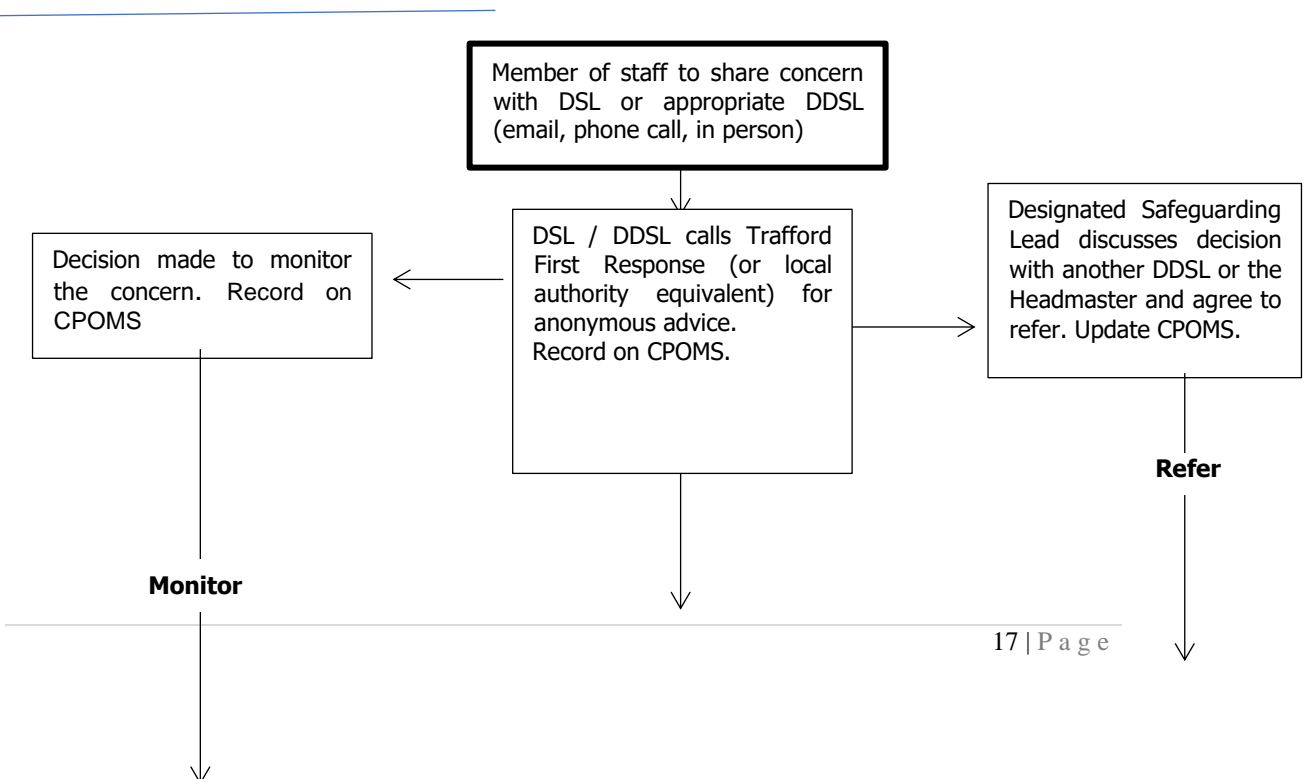
- 5.4.1 The Governing Body will approve this policy at each review (and **at least** annually), and hold the Headmaster to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- 5.4.2 The governing body will create a strong whole school culture of safeguarding in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.
- 5.4.3 The governing body will complete safeguarding and child protection training updates on their strategic roles and responsibilities every three years.
- 5.4.4 The governing body will appoint a lead governor, John Davies, to monitor the effectiveness of this policy in conjunction with the full governing board. Lead governors should access the LA designated safeguarding governor training every three years.
- 5.4.5 In the event that safeguarding concerns or an allegation of abuse is made against the Headmaster, the chair of governors will act as the 'case manager'. See also 20.2
- 5.4.6 The governing body, along with the school's SLT, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and has clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to and appropriate risk assessments/support plans are in place where pupils access provision offsite.
- 5.4.7 The governing body will supply information as requested by the Local Authority Safeguarding Team.
- 5.4.8 The governing body should ensure there is a robust filtering and monitoring system in place

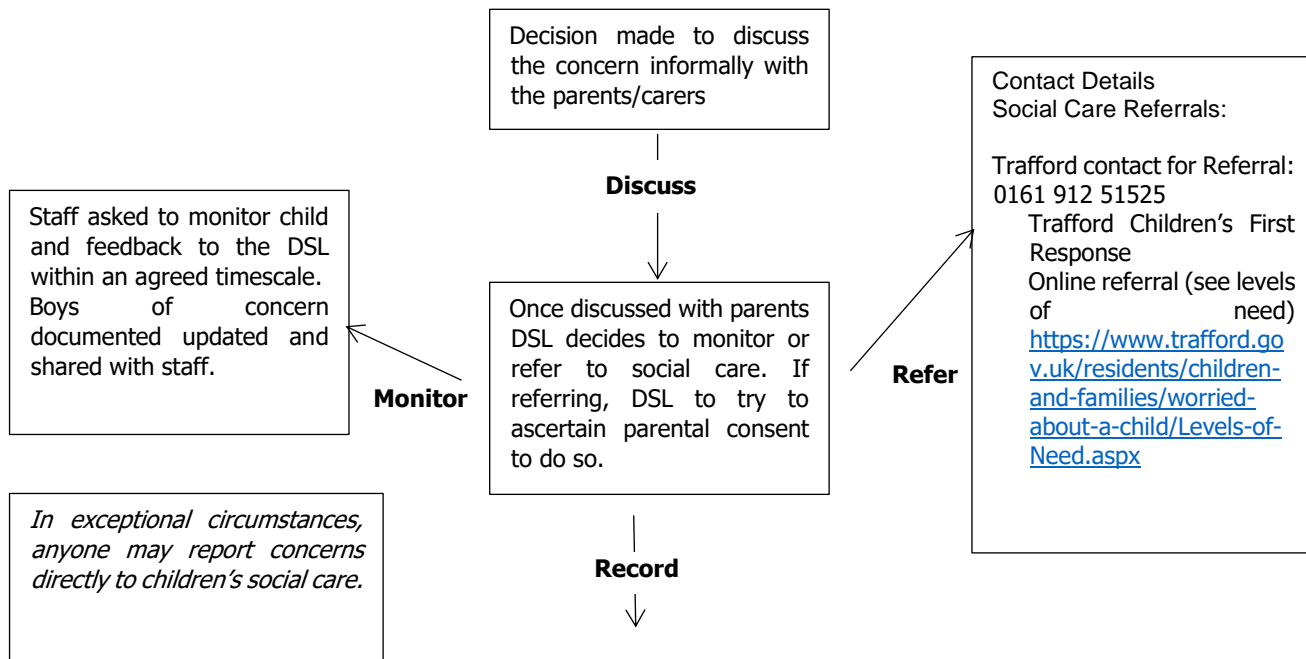
The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

5.5 The Headmaster

- 5.5.1 The Headmaster is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
 - Communicating this policy to parents via the school website.
 - Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSIE (2024) are reflected in their job description.
 - Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
 - Ensuring that they complete the appropriate DSL course for safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update this at least every three years.
 - Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff (including supply staff), contractors or volunteer, where appropriate.
 - Ensuring that all recommendations made by the Local Authority in relation to strengthening the school’s safeguarding arrangements are actioned in a timely fashion.
 - Will make prompt contact with the LADO in relation to the allegations against someone working in the school and/or the police if a criminal offence is suspected.
 - Ensuring the relevant staffing ratios are met, where applicable (as the school is an Early Years provider and a primary setting).
 - Making sure each child in the Early Years Foundation Stage is assigned a key person.

Fig 1: Summary of in-school procedures to follow where there are concerns about a child





Keep all details and pass on information to the pupil's future school.

It is preferable to follow the school's procedures but anybody can make a referral – referrals do not always require parental consent to statutory agencies.

6 Confidentiality and Information Sharing

6.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

6.2 School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a DSL or DDSL.

6.3 Confidentiality is addressed throughout this policy with respect to record keeping (see section 22 of this policy) dealing with reports of abuse allegations of abuse against staff (see section 20.2), information sharing (see section 6.4) and working with parents (see section 6.5).

6.4 INFORMATION SHARING

6.4.1 Timely information sharing is essential for effective safeguarding. This school will share safeguarding information as appropriate in keeping with the principles

outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

- 6.4.2 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and 2021 UK GDPR.
- 6.4.3 In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSLs or DDSLs as appropriate.

6.5 WORKING WITH PARENTS AND OTHER AGENCIES TO PROTECT CHILDREN

- 6.5.1 Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact Trafford First Response Duty and Advice team to discuss their concerns.
- 6.5.2 In general, we will contact Trafford First Response, to discuss concerns and gaining their advice before approaching the parents/carers or other agencies. Following their advice, appropriate staff will then approach parents/carers after consultation with the DSL. If the pupil does not live in Trafford, the Safeguarding Team of the Local Authority where they live must be contacted in the same way.
- 6.5.3 Parents/carers are informed about our Safeguarding & Child Protection policy through the school website. A safeguarding & child protection statement is prominent in the school reception area.
- 6.5.4 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable and/or has a social worker.

6.6 Multi-agency work

- 6.6.1 We will co-operate with Trafford First Response Team in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

6.6.2 In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7 Opportunities to teach safeguarding – Preventative Curriculum

7.1 OUR ROLE IN THE PREVENTION OF ABUSE

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1.1 We will ensure that children are taught about safeguarding, including online safety through teaching and learning opportunities and recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

7.1.2 As part of providing a broad and balanced curriculum, relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child sexual/criminal exploitation (CSE/CCE), sharing nudes and semi-nudes, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, online safety and anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020).

7.1.3 Relevant issues will be addressed through other areas of the curriculum.
For example: circle time, English, History, Drama, PSHE, Art and assemblies.

7.1.4 It is the responsibility of the person organising or arranging a visiting speaker or company, when coming into the school to ensure that full and appropriate risk assessments, are carried out in advance of the visit. Organisers should refer to the Policy for Visiting Speakers. This includes the DSL carrying out online checks on the visiting speaker.

7.2 OTHER AREAS OF WORK

7.2.1 All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equal Opportunities, Behaviour, Online Safety will be linked to ensure a whole school approach.

7.2.2 Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

7.2.3 The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education in regard to content, contact, conduct and commerce.

The school's online safety policy is aligned to the school behaviour policy and reflects our approach to online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

7.2.4 Children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology but staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The school supports pupils to be aware of risks both online and in home settings and build resilience towards it.

The School will ensure that:

7.2.5 Appropriate filters and monitoring systems are in place to keep children safe from potentially harmful and inappropriate material online.

7.2.6 The School's internet traffic is filtered using Smoothwall security. Such systems reduce the risk of children being exposed to illegal or inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help to manage online behaviour that can increase a child's likelihood of, or causes, harm. Claire Finch receives the daily report from Smoothwall.

7.2.7 Staff are equipped with the knowledge to safeguard children online by attending online safety training. The School's Acceptable Use policy also sets out the School's approach to online safety.

7.2.8 Pupils must read and sign the Pupil Acceptable Use policy prior to gaining access to the network.

8 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

8.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. class teacher, DSL) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record (see Appendix 4).

9 Children with additional needs

9.1 We recognise that while all children have a right to be safe and feel listened to, some children *may* be more vulnerable to abuse e.g. those with a disability or

special educational need, mental health issues or those living with domestic abuse or drug/alcohol abusing parents, parents with mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc.

- 9.1.1 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to Area Inclusion Partnership for support if required. Schools should note advice in the DfE Exclusions Guidance, September 2017, section 3. In situations that a looked after child is at risk of exclusion, the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

10 Children at risk of specific forms of abuse

- 10.1 This school follows the Trafford Strategic Safeguarding Partnership (TSSP) guidelines locally, with agreed multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex B of KCSIE.

11 Remote Learning and Remote Welfare

- 11.1 If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)

- 11.2 Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s without explicit permission from the DSL or DDSL, groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from the DSL or DDSL. Written permission may sometimes be sought from the pupil's parents/carers.
- Communication from teacher to pupil and vice versa must always be through the school email/google classroom account and must never be personal email addresses.
- Staff and pupils must wear suitable clothing, as should anyone else in the household.
- Our school reserves the right for staff members to record live streamed sessions with pupils as a log of the activity. By joining the learning session parents give permission for this to happen.

- The purpose of any potential recording of live sessions would be so that the video can be reviewed if any issues were to arise within 20 days of the recording. After 20 days the recording is automatically deleted, in line with 2021 UK GDPR.
- Recording of live sessions may be particularly appropriate when there is only one member of staff on the call and no 'supervising' second adult is available on the feed.
- If live streams are to be recorded, this should be reflected in communication with staff, parents and pupils and highlighted in the acceptable use policy
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held as per school timetable and new timings of the school day.
- Language must be professional and appropriate.
- Staff must only use platforms agreed with DSL or SLT to communicate with pupils.

11.3 Where children are remote learning and the DSL or DDSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

11.4 We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

12 Female Genital Mutilation: The Mandatory Reporting Duty

12.1 Whilst Altrincham Preparatory School is an all-boys school, staff are still made aware that FGM is illegal and the importance of reporting it, should they become aware of it having taken place. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

12.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

12.3 **Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. Police number is 101. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- 12.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
- 12.5 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 12.6 **Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding children's partnership procedures.

13. Radicalisation, Extremism and Terrorism

- 13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact the Trafford First Response Safeguarding Team or the GMP Prevent Education Officer – Kim Parkinson for further advice (see appendix 10).
- 13.3 Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.
- 13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that all front line staff will undertake annual Prevent awareness training.

14 Channel

- 14.1 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred, to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

14.2 Altrincham Preparatory School has a protocol for Screening Visiting Speakers and Organisations. This is fully documented in the Visiting Speaker's policy.

15. Child on child abuse

15.1 We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, on-line bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as 'just banter', 'just having a laugh', 'part of growing up', or 'boys being boys'. Our school has a zero tolerance approach to such attitudes and behaviours. All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. Pupils must not feel that they are raising a problem and must not feel as if they are not being heard. We recognise that child on child abuse can take place both in school but also outside of school and we will act on concerns that have arisen outside of school too. The DSL is responsible for providing support to all children involved in an incident of child on child sexual abuse.

15.2 Research suggests that children with learning difficulties or disabilities are more at risk of abusive behaviours perpetrated by their peers; however it can also affect young people and those who are from different communities more.

15.3 We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including incidents that have taken place outside of school), the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur both online and face to face (both physical and verbal) and is never acceptable. For any concerns all staff must (where appropriate) always complete a Note of Concern form and refer to the DSL or DDSL, who will then contact Trafford First Response Team, if appropriate and follow the guidance set out in Part 5 of KCSIE and the [DfE guidance on Sexual Violence and Sexual Harassment \(2021\)](#).

15.4 We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community. Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). Risk assessments will be put in place for all involved in an incident, victim and perpetrator.

15.5 We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe.

- 15.6 In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.
- 15.7 The school has put in place safeguards to reduce the likelihood of child on child allegations. An ethos of respect, friendship, courtesy and kindness with clear behaviour policies which set out the school's expectations and consequences for unacceptable behaviour together with visible staff presence. The school seeks to educate all pupils on healthy relationships through the curriculum, and raising staff awareness, however we recognise despite this we need to be alert to child on child abuse.
- 15.8 All staff are trained to manage a report of child on child sexual violence and sexual harassment. Staff will be continually be vigilant at all times.

16 Child Exploitation

- 16.1 Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection. This can be done face to face, by email or through a notification on CPOMS- this allows any member of staff to raise a concern.
- 16.2 The DSL must complete the child exploitation risk identification tool for partners and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records for future reference. The DSL can also refer a pupil to the Trafford First Response Safeguarding Team if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to firstresponse@trafford.gov.uk Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend a meeting for a short discussion.
- 16.3 If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after, the DSL should also notify the Designated Teacher for children who are looked after.
- 16.4 A copy of the child exploitation risk identification tool for partners (see Appendix 7) for partners can be obtained from the Trafford Council Website.

16.5 We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

17. Sharing of nude and semi-nude images

17.1 The sending of a nude and semi-nude image can be illegal. A person under 18 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from sexting and the impact it can have.

17.2 Where sharing a nude or semi-nude incident takes place the School would follow the guidance on [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

17.3 Advice for pupils is available at:

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

17.4 Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

18 Mental Health Policy

18.1 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. There are a number of issues associated with mental health such as eating disorders, self-harm, depression, self-image, anxiety, etc

18.2 Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol, for example, and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.

Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

18.2 Adults working in schools play a key role in the identification of mental health needs or the potential for a child to be at risk to developing one, even though they may not be trained mental health professionals.

18.3 School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

18.4 If staff have a mental health concern about a child, that is also a safeguarding concern and immediate action should be taken, to report the concern through the

school's safeguarding processes. Concerns should be logged with a member of the safeguarding team using a Note of Concern form.

18.5 Altrincham Preparatory School can access a range of advice to help identify children in need of extra mental health support, this includes working closely with external agencies, such as CAMHS.

18.6 Should a member of staff identify children who may have mental health problems, they are aware that concerns should be logged with a member of the safeguarding team using a Note of Concern form.

18.7 The Learning Support Room in Marlborough Road (Prep site) is the 'go to' space if children are struggling with any issues during their time in school. The Learning Support Room in Highbury (Pre Prep site) is the 'go to' space if children are struggling with any issues during their time in school. Children from Bank Place (EYFS) will also use this room.

18.8 The school utilises the services of Simon Birch (Behaviour Management Services) and he visits the school weekly in total to run counselling sessions for our young people.

19 Children who are absent from education for prolonged periods and/or repeated occasions

19.1 In keeping with KCSIE, we require at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

19.2 Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future.

19.3 Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education

19.4 Where a child fails to turn up to school, we will follow up by sending an email home and then if no response, using the two emergency contact numbers we hold on our system will call parent/carer to understand the absence.

19.5 APS will monitor pupils' attendance through their daily registers. Where a pupil fails to attend school regularly, or is absent from school without authorisation for ten consecutive days.

This will be followed up with parent/carers to establish the reasons why and if there is no valid explanation, will be reported to the local authority.

19.6 Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the

reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Trafford Children’s Services LA procedure.

Contact: cme@trafford.gov.uk. Tel: 0161 9124810

19.7 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect, CSE or CCE including involvement in County Lines. School staff members must follow the school’s procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (see Appendix 12).

19.8 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#).

19.9 We will also report to the local authority, any pupil who joins or leaves the school at a non-standard transition time.

20 A Safer School Culture

The governing body will ensure that the following appropriate policies and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult’s behaviour)
- School’s procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

20.1 Safer Recruitment, selection and pre-employment vetting

20.1.1 The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in [KCSIE 2024](#)

20.1.2 The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, background history, qualifications, references, medical fitness, clarification of prohibition from teaching, prohibition from management (where

applicable), overseas checks, EEA checks and disqualification for EYFS, prohibition order and right to work in the UK. (see Part 3 of KCSIE 2024).

- 20.1.3 The school has a written recruitment and selection policy and procedures.
- 20.1.4 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. (see Appendix 6).
- 20.1.5 The school will ensure that all recruitment panels include at least one person who has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Trafford Local Authority.
- 20.1.6 For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they are aware of any reason why they are unsuitable to teach where possible.
- 20.1.7 The school will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's Business Operations Manager.
- 20.1.8 Members of SLT involved in recruitment are trained in Safer Recruitment.

20.2 Managing allegations or safeguarding concerns against a member of staff

- 20.2.1 These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), contractor, governor, visiting professional or volunteer has:
 - a) behaved in a way that has harmed a child or may have harmed a child
 - b) possibly committed a criminal offence against or related to a child
 - c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
 - d) behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)
- 20.2.2 All adults working in school have a duty to disclose to the Headmaster (or chair of governors where appropriate) where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.
- 20.2.3 Staff have a duty to abide by the Staff Code of Conduct.

20.2.4 Examples of behaviours that would warrant an allegation or safeguarding concern by a member of staff could include:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape, sending inappropriate messages through social media and other technologies.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

20.3 A safeguarding complaint against staff, including supply staff, including volunteers and contractors must be reported to the Headmaster immediately, and in their absence the chair of governors. In the case of supply staff, their agency will be kept fully informed and involved regarding the allegation but the school will lead the process. The school will follow the processes outlined in this section.

20.4 If the allegation is made against the Headmaster, then the matter should be referred to the chair of governors or nominated safeguarding governor, without informing the Headmaster.

20.5 If the complaint is against the DSL, then this must be reported to the Headmaster.

20.6 Where the Headmaster determines that a safeguarding allegation does not meet the harm threshold in line with the criteria above, they will refer the matter to be managed in line with paragraphs 20.7-20.9 (inc.) by a designated manager with appropriate safeguarding training. It is important for the Headmaster to carefully consider who in school is best placed to manage concerns that are concerned 'low-level' and do not meet the harm threshold and ensure appropriate action is taken given the sensitive and confidential nature of the information relating to staff over time. In many cases the Headmaster may decide to retain this role in the event that he has appropriate safeguarding training. Low-level concerns must be recorded and monitored.

20.7 All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold.

Examples of such behaviour include:

- *Being over familiar with children*
 - *Having favourites*
 - *Taking photographs of children on their mobile phone*
 - *Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or*
 - *Using inappropriate sexualised, intimidating or offensive language.*
- 20.8 The case manager should ensure that the child is not at risk and where appropriate ensure that the child is referred to the local authority Duty and Advice team as referenced in Part 1 of KCSIE.
- 20.9 The case manager should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. In situations where the case manager determines that the harm test has not been met the case manager must ensure that there is a clear record of the incident, include any actions (including whether any HR advice had been sought and actioned) taken to address the concern raised. This record must be kept confidential, stored securely and comply with the Data Protection Act 2018 and the 2021 UK GDPR.
- 20.10 In case of serious harm, the police should be informed from the outset.
- 20.11 In situations where the case manager has sufficient information to suggest that the harm test/allegations threshold has been met, the case manager must use the local authority designated officer (LADO) notification form in order to assess the level of concern, **prior to contacting the LADO**. As part of this initial consideration, the case manager should consult with their school's Head of HR or in the case of a supply member of staff, the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to firstresponse@trafford.gov.uk **within one working day of the allegation being made**. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.
- 20.12 The case manager **must not** carry out an investigation or **directly interview** an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.
- 20.13 A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.
- 20.14 In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

20.15 In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Staff Disciplinary Procedure.

20.16 Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. A prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute'. Or a 'conviction at any time for a relevant offence'. The school will keep written records of all of the above.

- **LADO Contact: Anita Hopkins Tel: 0161 91251525**

20.17 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

20.18 Staff should be aware of low-level concerns and report them to the Headmaster. A low-level concern (LLC) is a minor safeguarding concern or allegation about an adult who works with children, even if it doesn't meet the harm threshold. The term is used to encourage reporting of concerns and to neutralize them.

Some examples of LLCs include:

- Inappropriate behavior outside of work
- Being over friendly with children
- Having favorites
- Taking photographs of a child on a personal mobile phone
- Engaging with a child on a one-to-one basis in a secluded area
- Using sexually inappropriate language, references, or jokes with a pupil
- Physical contact with a pupil when no one else is present
- Social contact with pupils outside of school

21 Training and Support

- 21.1 All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This will be done annually. This includes: the school's safeguarding child protection policy; the school's staff code of conduct and the school's whistleblowing procedures. It is the responsibility of all staff to show that they have read and understood KCSIE and annex B.
- 21.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the school's safeguarding team. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Trafford First Response Safeguarding team are also potentially available for advice and support (Tel: 0161 91251525).
- 21.3 Designated Safeguarding staff, the DSL and the DDSLs, must have attended the 2-day DSL training course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The DSL and DDSLs will also receive informal supplementary training up-to-date at least annually
- 21.4 The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) and refresher training annually. All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 21.5 All new staff to the school undergo a full induction programme. The Safeguarding Induction covers the following policies and procedures; the full policies are shared and read, following the induction training. A signed read receipt has to be returned.
- Safeguarding and Child Protection Policy
 - Identify and give contact details of DSL and deputies
 - KCSIE part one (all staff)
 - KCSIE Annex B (leaders and those who work directly with children)
 - Pupil behaviour policy
 - Safeguarding response to children who go missing from education (CME policy)
 - Staff code of conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships and comms including use of social media).
- 21.6 The Headmaster will attend appropriate safeguarding training at least every two years.
- 21.7 Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

- 21.8 Any training accessed through third party/independent providers must reflect the APS protocol. This training will be recorded by the school on a separate database.
- 21.9 The Headmaster and at least one member of the governing body must complete the Safer Recruitment Training and refresh this training every 5 years.

22 Filtering & Monitoring

Altrincham Preparatory School has suitable filtering and monitoring services in place, as provided by Smoothwall, via Fathom. This is to reasonably limit children's exposure to the risks from the School's IT system. The DSL must have training to understand how to do this and daily reports will be sent to the DSL to review and any concerns identified and dealt with in a timely manner. The effectiveness of this provision will be reviewed regularly, especially with changes to technology within the School. (See 141 of KCSIE 2023 for more information)

23 Child Protection Records

23.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the 2021 UK GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection and safeguarding records will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Help Assessments. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the school)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed child protection note of concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to Trafford First Response Team and other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments, etc
- A copy of any support plan for the pupil concerned (see Appendix 6)

23.2 Where a pupil leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main pupil

file to the receiving school/educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9(3) of The Education (Pupil information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

23.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring.

23.4 Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where the destination school is not known (*the original records will be retained by the school/college*)
- Where the child has not attended the nominated school (*the original records will be retained by the school/college*)
- There is any on-going legal action (*the original file will be retained by the school and a copy sent*)
- *Where a child moves to a different school outside of the Trafford local authority a copy of the child protection record will be retained for future reference.*

23.5 Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the transfer must be retained for audit purposes.

23.6 If a pupil moves from our school, child protection records will be forwarded on to the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or an electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

23.7 If sending by post, children records will be sent “Special Delivery”. A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

- 23.8 For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.
- 23.9 If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- 23.10 If a parent chooses to electively home educate (EHE) their child, please contact the EHE Team on ehe@trafford.gov.uk for information on where the child protection record must be sent.
- 23.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- 23.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Headmaster to ensure that the new post holder is fully conversant with all procedures and case files.
- 23.13 The DSL receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- 23.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

24 Children's and parents' access to child protection files

- 24.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.
- 24.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
 - is likely to prejudice an on-going criminal investigation; or

- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

24.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

24.4 The school's report to the child protection conference will be shared with the parent at least two days before the conference.

25 Archiving

25.1 The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods is 35 years from closure when there has been a referral to Trafford Safeguarding Team. If no referral has been made, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially and/or deleted from our electronic system. The files are all passed to the pupil's secondary school which means that all files will have been sent to the secondary school. The decision of how and where to store child protection files will be made by the school via the governing board. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or head teacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each pupil.

26 Safe Destruction of the pupil record

26.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical after that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

27. Safeguarding responsibilities for pupils in transition

27.1 In the event that a pupil transitions full-time from a primary setting into a high

school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team. Once the pupil is registered at the new school, the previous school can remove the pupil from their register.

APPENDICES

Appendix O: Child Protection and Safeguarding Team Posters

School Child Protection & Safeguarding Team

Altrincham Preparatory School is committed to safeguarding and promoting the welfare of all its pupils. All staff working at the school have an important and unique role to play in child protection. **All children have the right to be protected from harm.**

If you have a concern regarding a pupil's welfare, please log an electronic CPOMS incident **and** go in person to talk with one of the team below.

					
<p>Mrs Claire Finch Deputy Head (Pastoral) DSL (inc EYFS) c.finch@altprep.co.uk</p>	<p>Mrs Holly Finnie Deputy Head (Academic) DDSL h.finnie@altprep.co.uk</p>	<p>Mrs Abbie Stewart Head of Educational Operations DDSL a.stewart@altprep.co.uk</p>	<p>Mrs Kerrie Cassel Nursery Manager (48 weeks a year) DDSL k.cassel@altprep.co.uk</p>	<p>Miss Abbie Nield Deputy Nursery Manager DDSL a.neild@altprep.co.uk</p>	<p>Mr John Davies Designated Safeguarding Governor j.davies@altprep.co.uk</p>

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2023). See also KCSIE Part one and Annex A.

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, for example, as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted

- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (child on child abuse).

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Child Sexual Exploitation:

CSE 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. CSE does not always involve physical contact; it can also occur through the use of technology.

See Also KCSIE Annex B for further info.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

Child Criminal Exploitation (CCE) & County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of 18 transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, County Lines exploitation:

- 25.4 can affect any child or young person (male or female) under the age of 18 years;
- 25.5 can affect any vulnerable adult over the age of 18 years;

- 25.6 can still be exploitation even if the activity appears consensual;
- 25.7 can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- 25.8 can be perpetrated by individuals or groups, males or females, and young people or adults; and
- 25.9 is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

For more information on CCE & County Lines see KCSIE Annex B

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and disabilities

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Domestic Abuse

The cross-government definition of domestic violence and abuse is: 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: psychological; physical; sexual; financial; and emotional. 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Honour Based Abuse

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Appendix 2: The Role of the Designated Safeguarding Lead Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time, the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Teams or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases

- of suspected abuse to the local authority children’s social care as required; and support staff who make referrals to local authority children’s social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC – When to call the Police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Headmaster to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, on matters of safety and safeguarding) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have

experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

This includes:

- ensuring that the school knows who its cohort of children are, who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part One and Part Two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role of the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting education outcomes;
- are alert to the specific need of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the 2021 UK GDPR; and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix 3: Responding to children who report abuse and Note of Concern Form

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.

- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

- You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in.

Fig 1: Summary of in-school procedures to follow where there are concerns about a child (Page 19).

All concerns should be recorded on a Note of Concern Form and pass directly to the DSL or DDSL who will then take action and record it on CPOMS. If you are worried a child is at risk from harm, you must always log your concern and actively go to find the DSL or DDSL in person straight away.

Name of Child:	Class	Date:	
Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. (Please continue on the back of this page if necessary)			
Signed: _____			
How did you become aware of this issue? Please tick:			
Observation	<input type="checkbox"/>	Disclosure	<input type="checkbox"/>
Reported by:		Date and time of report completed:	
_____		_____	
Outcome: Please include the outcome of the discussions with parents/carers where this is appropriate:			
Further action: Please tick below:			
Continue to Monitor	<input type="checkbox"/>	Contact Trafford First Response	<input type="checkbox"/>
Convene meeting	<input type="checkbox"/>	Refer Social/Police	<input type="checkbox"/>
Signed: _____		Date: _____	

Appendix 4: SMART Plan

Example: Overview of Pupil Support/SMART Plan



Child Protection Pupil Support Plan Information	Name of Pupil:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone



Appendix 5: School Welcome Leaflet

Welcome to Altrincham Preparatory School

Fire

In the event of an emergency, please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble on the school field at the front of school.

We pride ourselves on being a well-organised school with high expectations of behaviour and it is important that everyone is silent throughout the process.

Keeping our Pupils Safe

Altrincham Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share that commitment.

Adults who work regularly with pupils at the school must complete an enhanced Disclosure and Barring Service check with satisfactory results before commencing at APS. All adults in the school should be identified by a badge and/or lanyard at all times. Photographed APS lanyards signify someone who may have unsupervised access to children and do therefore hold an enhanced DBS certificate.

Visitors to the site will be accompanied throughout their visit. Please sign in and out at Reception and wear a visitor's badge and red lanyard at all times. Any unidentified adult in school should be challenged and escorted back to Reception as soon as possible.

Visiting speakers will have discussed the content of their presentation with a member of APS staff, prior to arrival, to ensure material is appropriate for pupils. APS reserves the right to edit the final presentation, if required.

If you notice that a child is unusually hurt or bruised or if s/he makes a comment with which makes you feel uncomfortable, please ask the staff member in reception for a Note of Concern form. Note everything the child has said, trying to use the exact words and giving as much detail as possible. Pass this form directly to the member of staff on reception, who will ensure that it is dealt with as soon as possible.

Mobile Phones, Photographs and Filming

Please switch mobile phones to silent when on site and do not take calls in the presence of pupils.

We advise that you must not take photographs or film any children during your visit. Phones must not be out or seen when in the EYFS area of our School.

Toilets

Toilets are located on the ground floor near reception. Please ask a member of staff for their exact location during your visit.

Appendix 6: Recruitment and Selection Checklist

Post _____

Date _____

Recruitment and selection checklist	Initials	Date
Pre-interview:		
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible) (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Invitation to interview - Includes all relevant information and instructions and the self-disclosure form.		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' suitability for work with children as well as for the post		
Self-Disclosure – Completed self-disclosure is submitted and seen by the member of the panel who is safer recruitment trained.		

Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on		

satisfactory completion of the following pre-appointment checks and, for non-teaching posts, a probationary period		
References before confirmation of interview: (If received by email – accompanying email to verify authenticity. If not from professional email address, follow up to ensure authenticity)		
Identity (if that could not be verified at interview)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK, where applicable, always required		
School record sight of DBS certificate - where appropriate satisfactory DBS certificate.		
DBS Barred list check – applicant is not barred from working with Children (this must be completed before the applicant commences work)		
Childcare (Disqualification) Regulations 2009 Letter – for any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit Medical Pre Employment Questionnaire		
Prohibition from Teaching Work Check – For those carrying out teaching work (see below) the teacher has not been included in the prohibition list or interim prohibition list or has a GTCE sanction.		

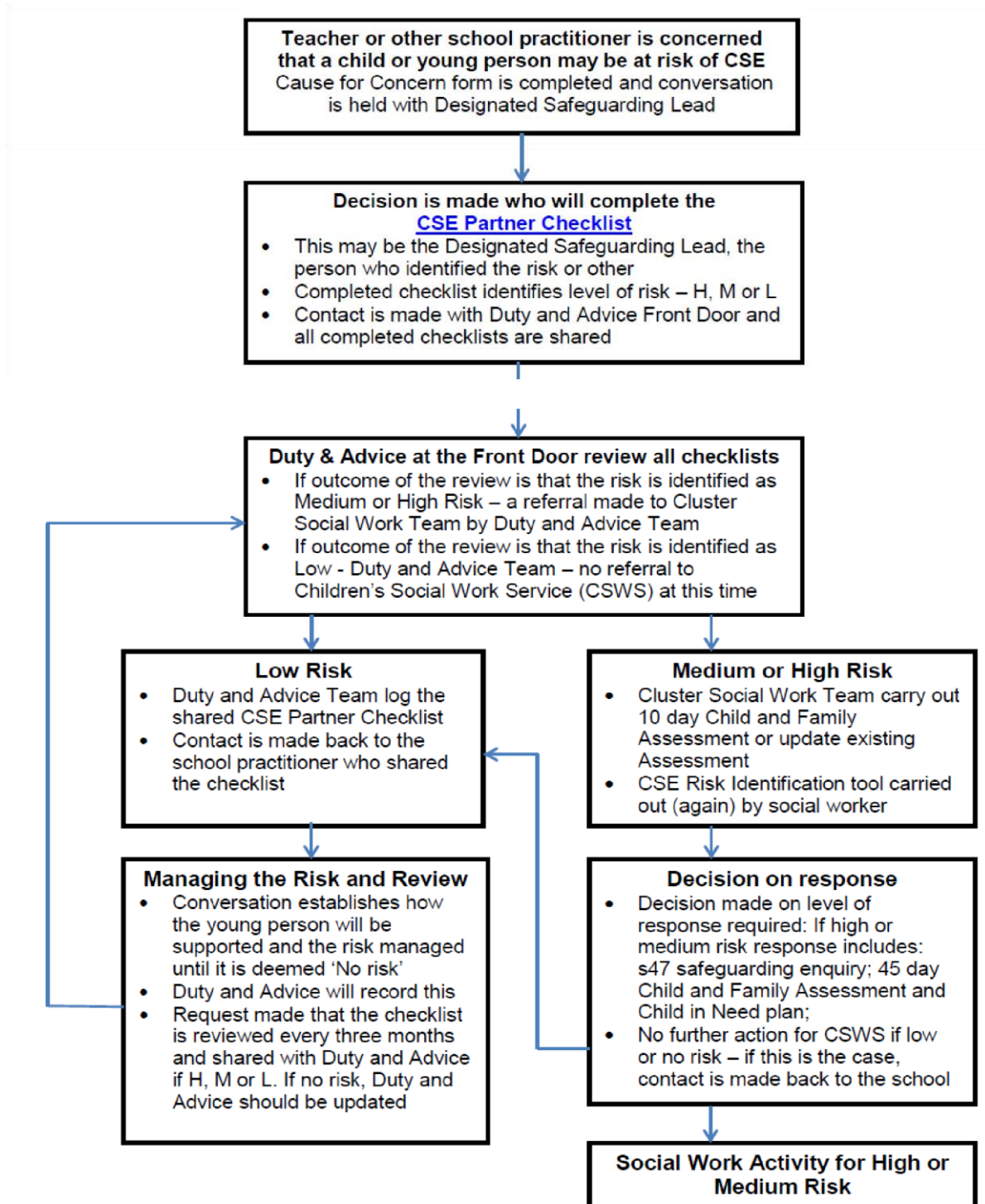
<p>Qualified Teacher Status (QTS) Check – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body</p>		
<p>Overseas Checks – for individuals who have lived or worked abroad in the last 5 years. (For those carrying out teaching work within the EEA area this will include an EEA prohibition order check through Employer Access until Jan 21, after this date it will include a reference from any education employer overseas in the same period)</p>		
<p>Statutory Induction Completed (for teachers who obtained QTS after 7 May 1999 and are not employed as NQTs)</p>		
<p>Risk Assessment – for Volunteers a written Risk assessment in relation to undertaking an Enhanced DBS</p>		
<p>Child Protection & Online safety training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc Including: Safeguarding & Child Protection Policy including Mental Health policy Safer Working Practice Guidance Whistleblowing procedures KCSIE & Annexe A ICT Acceptable Use Policy Online Safety Policy & Guidance Children Missing Education Policy Behaviour Policy</p>		

Each of the following activities is teaching work: planning and preparing lessons and courses for pupils, delivering* lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.

* “delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher(2) or other person nominated by the head teacher to provide such direction and supervision.

Appendix 7: CSE Response Checklist



Appendix 8: Radicalisation Response Checklist

Radicalisation Response



Form

Date of Incident:

Reported by:

Name of pupil:

Age:

Year group:

Class Teacher:

Nature of Incident/Concern: (Please tick)

Disclosure

Observation

Other

Brief description of incident/concern:

Action Taken:

Report concern to Trafford Channel email initialassessmentteam@trafford.gov.uk or call 0161 9122820.

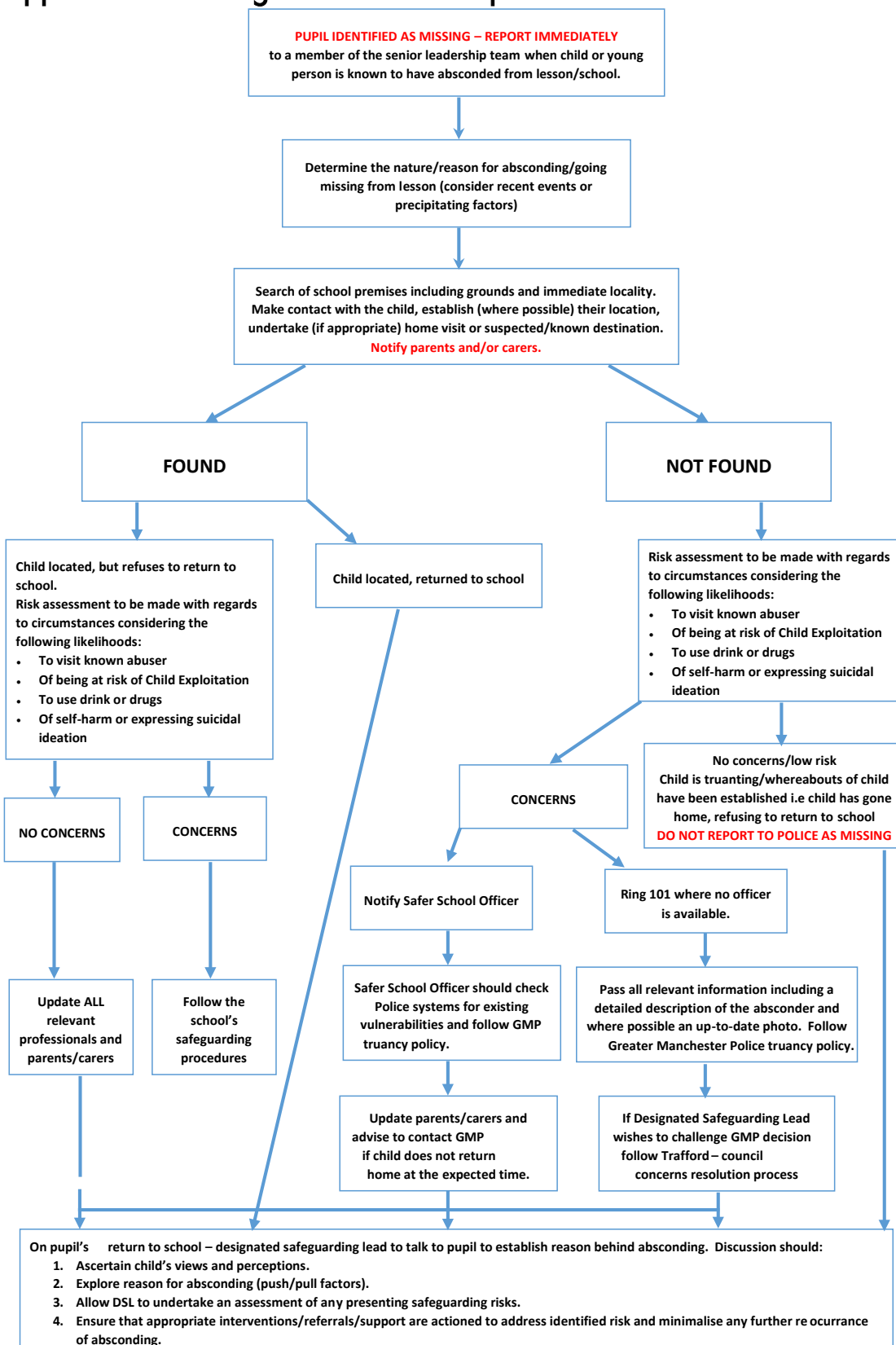
Signature:

Date:

DSL's Signature:

Date:

Appendix 9: Missing from School Response Checklist



Appendix 10: Prevent Referral Form

REFERRAL PROCESS	
<p>Please complete the form with as much detail as possible.</p> <p>Once you have completed this form, pass it to the DSL.</p> <p>If you have any questions whilst filling in the form, please call: 07900709270 (Kim Parkinson, GMP Prevent Engagement Officer) or 0161 7654587 (GMP Prevent Team).</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
<p>Please Describe</p>	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

Appendix 11: Guidelines for Visiting Speakers

Visiting speakers can add great value to the Personal, Social, Health, Moral, Spiritual and Citizenship Education of our pupils. This can be especially so when scheduled as part of a programme. Once a rapport is established visiting speakers can become a key part of that programme and may be encouraged to return on subsequent occasions.

The organiser of the visiting speaker is responsible for the event (or delegate as appropriate to another member of the APS teaching staff). This will usually entail:

- Initial contact to discuss and establish our needs. Establishing a date, time, age group and size for the presentation (please remember that all such events are subject to SLT approval). Ideally, there should be time to prepare students before the visit and activities to follow up afterwards. It is understood that this may not always be possible.
- Then in more detail the length, content, style, format and structure of the presentation, identifying any visual aids that may be required. All content should be consistent with the aims and ethos of APS and in broader terms should not undermine the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty. The expression of partisan views is not prohibited so long as the organiser can demonstrate how this would be balanced, either at the time or at a future date.
- The speaker should be made aware of the context into which their presentation will fit and the purpose and content of the presentation should be discussed explicitly. Any concern felt by the organiser regarding the partisanship of the content of the address should be highlighted in the 'Visiting Speaker Risk Assessment' which should be completed by the organiser no later than 48 hours before the presentation and submitted to the appropriate member of SLT in the relevant part of the school for approval.
- First discussing and then forwarding this school policy to the presenter. The speaker needs to be aware of any boundaries, in particular the necessity for speakers to be impartial in the delivery of their presentation. Visitors to Religious Assemblies should be made aware of the school's policy of mutual tolerance within the cultural, ethnic and religious mix of the school's community and that the school fully supports the fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty. We forbid indoctrination of any kind and that applies irrespective of the business or the present company of an assembly.
- Taking responsibility for any internal arrangements with colleagues and their students, including release from lessons, if approved.
- The organiser should be clear about any audio visual requirements of the presenter and these requirements should be discussed with the office.
- Ensuring that visiting speakers have signed in and are accompanied at all times to fulfil all safeguarding requirements.

- Taking responsibility for the visitor during the visit and the presentation (introduce the speaker and vote of thanks at the end of the presentation. In addition, chair any questions, ensuring a selection of appropriate questions).
- In the event that the speaker expresses inappropriately partisan views, the presentation must be stopped immediately by the member of staff responsible; the speaker must not be allowed to carry on *and* a report of the episode must be made to the DSL with a record of actions taken or anticipated.
- Arranging for a letter of thanks to follow.