# Tyntesfield Safeguarding and Child Protection Policy

*Date published: September 2024*

*Date of next review: September 2025*

**Inspiring Learners Trust is totally committed to Safeguarding Children and to a culture of vigilance.**

**Safeguarding is core to our work, not an 'add-on'.**

**CONTENTS**

# 1. POLICY DEVELOPMENT AND REVIEW

This policy:

- has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002
- has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2024, and any other relevant UK legislation and government guidance
- should be read in conjunction with 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' 2023.
- applies at all times when providing services or activities directly under the management of the Tyntesfield Primary School staff
- is publicly available on the school's website (https://Tyntesfield-primary.com/)
- is provided to all staff (including temporary staff) at induction including the Staff Code of Conduct

Owing to the serious nature and importance of Safeguarding at Inspiring Learners Trust this policy will be **reviewed annually** in the autumn term and approved by the Trust Board as soon as possible thereafter.

The policy is provided to all staff at induction alongside our Professional Code of Conduct. In addition, all staff are provided with Part One, Part 5 and Appendix B of the statutory guidance 'Keeping Children Safe in Education', DfE (2024).

**This policy has been amended to include advice for practitioners updated by the DfE as follows:**

**What to do if you're worried a child is being abused, DfE (March 2015)**

**Information Sharing: Advice for practitioners, providing safeguarding services DfE (2018)**


# 2. INTRODUCTION

Inspiring Learners Trust is totally committed to Safeguarding Children and to a culture of vigilance. Inspiring Learners Trust is totally committed to Safeguarding Children and to a culture of vigilance and we expect everyone who works in our school to share this commitment Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interests of the child.

Safeguarding is core to our work, not an 'add-on'.

We are committed to deeply embedding a true safeguarding culture within our schools and throughout our Trust to ensure safeguarding practice is not just compliance (a tick box approach) but truly creates an environment where our children are safe, they feel secure and are enabled to thrive. Our staff build trusted relationships with our children which facilitates communication, they have a professional curiosity and always think "it could happen here".

Our Trust *Effective Safeguarding Culture Model underpins our approach.*

This policy has been developed to ensure that all adults in **Inspiring Learners Trust** (including visitors and volunteers) are working together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

The Headteacher/Head of School or in their absence, the authorised members of staff, have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **Tyntesfield Primary School**. This policy complements and supports other relevant school and Local Authority policies.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2024'. **Tyntesfield Primary School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

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

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

- **Staff Code of Conduct**
- **Online Safety Policy**
- **Acceptable Use Policy**
- **Social Media Policy**
- **Curriculum Design**
- **Whistle Blowing Policy**
- **Health and Safety Policy**
- **Children who are Missing or Absent from Education Policy**

**Other relevant policies**

- **Learning Differences**
- **Behaviour**
- **Kindness/Anti-Bullying**
- **Equality Scheme**
- **Attendance Management**
- **Sex and Relationships Education**
- **Educational Trips and Visits**
- **Supporting Pupils with Medical Conditions (including First Aid)**
- **Intimate Care**
- **Attendance**

**TSCB Policies**

- **Managing Allegations and Concerns Against Staff and Volunteers**
- **Encompass Procedure**

## 3. ROLES AND RESPONSIBILITIES

*See KCSIE 2024 Part 1 (paragraphs 4 - 10), Part 2 (paragraphs 102 – 105), Annex C*

| Role | Name | Contact details |
|---|---|---|
| Designated Safeguarding Lead (DSL) | Kathyrn Manion | tyntesfield.admin@trafford.gov.uk 0161 973 4877 |
| Deputy DSL | Laura Chester Elizabeth McDonald Liz Stirling | tyntesfield.admin@trafford.gov.uk 0161 973 4877 |
| Headteacher | Kathryn Manion | tyntesfield.admin@trafford.gov.uk 0161 973 4877 |
| Head of Trust | Kylie Spark | tyntesfield.admin@trafford.gov.uk 0161 973 4877 |
| Named Safeguarding Trustee | Chris Brindley | cbrinley@inspiringlearners.co.uk 0161 973 4877 |
| Named Safeguarding Governor | Helen Johnson | hjohnson@inspiringlearners.co.uk 0161 973 4877 |
| Chair of Governors | Helen Johnson | hjohnson@inspiringlearners.co.uk 0161 973 4877 |
| Online Safety Lead | Claire Walmsley | tyntesfield.admin@trafford.gov.uk 0161 973 4877 |

## 4. DEFINITION OF SAFEGUARDING

**KCSIE 2024: Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- **Providing help and support to meet the needs of children as soon as problems emerge**
- **protecting children from maltreatment, whether that is within or outside the home, including online**
- **preventing 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. (paragraph 3)**

## 5. CREATING A SAFEGUARDING CULTURE

It is our aim to foster an effective safeguarding culture deeply embedded in our schools and across our organisation, creating and maintaining a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

We aim to foster a culture where children thrive and EVERY child *feels* and *are* safe and secure, both physically and emotionally, and their well-being is strong, providing firm foundations for their growth as learners.

Our safeguarding culture is underpinned by seven strands:

See Appendix 2 for details of our Effective Safeguarding Culture Model.

**KCSIE 2024: "All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.**

**Staff should share any concerns they have about a child with the DSL. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful."** (**paragraph 17**)

## 6. PROFESSIONAL CODE OF CONDUCT

Staff and volunteers are required to complete an annual declaration (see Appendix 3) to show that they have read and understood the **Staff Code of Conduct** at Tyntesfield Primary School. The school has adopted, in full, the Keeping Children Safe in Education (DFE September 2024) guidance. It is available on the school's website and through the DFE website.

The guidance is an attempt to identify what behaviours are expected of adults who work with pupils. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with pupils.

It is important that all adults working with pupils at Tyntesfield Primary School understand the appropriate and safe behaviour expected of them. Providing staff with clear guidance will ensure that the school's expectations of Safer Working Practice are reinforced throughout a person's employment.

All staff are expected to disclose relationships either in or out of school and online that may have implications for safeguarding children.

See *Staff Code of Conduct*

## 7. THE CURRICULUM

*See KCSIE 2024 Part 2 (paragraphs 128 – 133)*

**KCSIE 2024 "… ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities." (paragraph 128)**

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. The curriculum also enables children to recognise when they are at risk and how to get help when they need it.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others, age-appropriately. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Health and Social Education, Citizenship and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

The Governing Body ensures that children are taught about safeguarding, including safeguarding themselves online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social, Health and Economic education (PSHE), and through Relationship and Sex Education (RSE).

## 8. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

*See KCSIE 2024 Part 2 (paragraphs 134 – 147)*

**KCSIE 2024: " It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school … approach to online safety empowers a school … to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate." (paragraph 134)**

**KCSIE 2024: "… governing bodies …  should ensure their school … has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified" (paragraph 140)**

See Appendix 4 and our **Trust Online Safety, Trust Acceptable Use**, **Trust Social Media and Trust Internet Filtering and Monitoring Policies**

## 9. SAFER RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DFE guidance set out in 'Keeping Children Safe in Education - Statutory guidance for schools and colleges', Sept 2024 and any subsequent updates.

**KCSIE 2024: "It is vital that as part of their whole school ... approach to safeguarding governing bodies ... create a culture that safeguards and promotes the welfare of children in their school ... As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools ..." (paragraph 212)**

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

See Appendix 5 for Safer Recruitment and Selection Procedures

See Appendix 6 for Risk Assessment for Volunteers

See Appendix 26 Safer Recruitment and Selection Checklist

See **Volunteers in School Policy**

## 10. DISQUALIFICATION

**KCSIE 2024: "For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations 2018. (paragraph 272)**

**KCSIE 2024: "Further information on the staff to whom these Regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006." (paragraph 273)**

The school will implement the 2018 Childcare Disqualification Regulations by asking that staff to self-declare if they are disqualified under the Childcare Act 2006 are not able to work in an early years setting within the school (See Appendix 7)

## 11. POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

See **Staff Code of Conduct**

## 12. SAFEGUARDING PROFESSIONAL LEARNING PROGRAMME

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

Staff Induction (see Appendix 8)

Safeguarding Professional Learning Programme (see Appendix 9)

See **Volunteers in School Policy**

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding. All learning and training is documented as part of the member of staff's Professional Learning Record, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place.

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

Tyntesfield Primary School has a strong working partnership with Trafford Strategic Safeguarding Partnership, which assists us in making sure that all of our learning and development activity is in line with statutory guidance, and other local guidance.

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

## 13. MANAGEMENT OF SAFEGUARDING IN SCHOOL

In the event of a disclosure or child protection/safeguarding concern, options include:

- managing any support for the child internally via the school's own pastoral support processes;
- an early help assessment;

- a referral for statutory services, for example as the child is in need or suffering or likely to

**KCSIE 2024: "Any child may benefit from early help, but all school ... staff should be particularly alert to the potential need for early help for a child who:**

- **is disabled or has certain health conditions and has specific additional needs;**
- **has special educational needs (whether or not they have a statutory Education, Health and Care Plan);**
- **has a mental health need;**
- **is a young carer;**
- **is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;**
- **is frequently missing/goes missing from education, home or care;**
- **has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;**
- **is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;**
- **is at risk of being radicalised or exploited;**
- **has a parent or carer in custody, or is affected by parental offending;**
- **is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;**
- **is misusing alcohol and other drugs themselves;**
- **is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;**
- **is a privately fostered child." (paragraph 18)**

If a child is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's Multi-Agency Referral & Assessment Team/TRAFFORD CHILDREN'S FIRST RESPONSE (children's social care) and/or the police immediately. Anyone can make a referral. Contact details for TRAFFORD CHILDREN'S FIRST RESPONSE can be found in Section 27.

**KCSIE 2024: "All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments." (paragraph 14)**

**KCSIE 2024: "A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989." (paragraph 60)**

**KCSIE 2024: "If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken." (paragraph 53)**

## 14. RECORDING AND REPORTING CONCERNS

*See KCSIE 2024 Part 1 (paragraphs 50 – 51)*

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously.  If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead (DSL) or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- All concerns about a child or young person should be reported without delay and recorded using the school's agreed CPOMs system. Records should be descriptive, evidence based and include actions and outcomes.
- Parents and carers will not be informed prior to referral if doing so may jeopardise a police investigation.

There are always opportunities for children to speak out if they are upset and worried about themselves or another person:

- Speak to a familiar adult (e.g. classteacher, TA)
- Speak to a member of the pastoral team
- Speak to a member of the leadership team

When a child makes a disclosure to a member of staff they must:

- take the child seriously
- provide reassurance that they have done the right thing
- use open questions to clarify or explore potential concerns (TED: tell, explain describe) (4Ws – what? Where? When? Who?)

See **Appendix 25** for further information about what to do and how to respond if a child discloses abuse.

## 15. CONFIDENTIALITY AND INFORMATION SHARING

With effect from 25 May 2018, the statutory General Data Protection Regulations came into force. The school has developed a set of relevant and appropriate documents which are all available on the school's website. All data is maintained and managed in line with school GDPR policies and the agreed retention schedule (see separate GDPR policies).

Staff ensure that confidentiality protocols are followed and information is shared appropriately.  The Head of School or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only. Information sharing procedures are based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services' 2018.

**KCSIE 2024: "The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children." (paragraph 119)**

**KCSIE 2024: "… allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk." (paragraph 118)**

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

Staff are aware that in a Child Protection/Safeguarding disclosure they must not agree to keep a secret or remain confidential to a child. They are duty bound to share this information with the DSL.

See **Data Protection Policy** for further information.

## 16. INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care.  We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child.  Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made TRAFFORD CHILDREN'S FIRST RESPONSE or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Head of School will seek advice from TRAFFORD CHILDREN'S FIRST RESPONSE.

## 17. RECOGNISING SIGNS OF CHILD ABUSE

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another

**Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

See Appendix 10 for Recognising Signs of Abuse

## 18. CHILDREN POTENTIALLY AT GREATER RISK OF HARM

**See** Appendix 11 for further information about children potentially at greater risk of harm:

- Children who need a social worker
- Children who are Absent from Education (See **Children who are Absent from Education Policy**)
- Children requiring mental health support
- Children with SEND (see **Learning Differences Policy**)
- Looked After Children (see **Looked After Children Policy**)

## 19. CONTEXTUAL SAFEGUARDING

**KCSIE 2024: "All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation." (paragraph 21)**

## 20. SPECIFIC CHILD PROTECTION/SAFEGUARDING CONCERNS

*See KCSIE 2024 Part 1 (paragraphs 29 – 48), Appendix B*

**See** Appendix 12 for further information and procedures about:

- Domestic Abuse (and Appendix 12a for Encompass Procedures)
- Forced Marriage
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Child Marriage (CM)
- Female Genital Mutilation (FGM)
- Radicalisation and Extremism (see also Appendix 13)
- Upskirting
- Private Fostering
- Child on Child Abuse (see Appendix 14)

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

**KCSIE 2024: "Children are at risk of abuse or exploitation in situations outside their families.  Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relational abuse, criminal exploitation, serious youth violence, county lines, and radicalisation." (paragraph 21)**

## 21. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

Staff dealing with child protection concerns and/or attending core group/conferences should receive supervision/debriefing opportunities in order to ensure their emotional and mental health and well-being.

## 22. SAFER WORKING PRACTICE

The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

See **Staff Code of Conduct, Low Level Concerns Policy** and **Volunteer in School Policy**

Staff and volunteers should be aware of current guidance on safe teaching practice contained in *Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'* (February 2022).

## 23. MANAGING ALLEGATIONS AND CONCERNS AGAINST PROFESSIONALS WHO WORK WITH CHILDREN

*See KCSIE 2024 Part 4: Section 1 (paragraphs 359 – 429)*

An allegation is any information which indicated that a member of staff (paid, supply or voluntary) may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. In regard to a person's conduct outside school, and need not include a child, for example domestic abuse of a partner.

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

See Appendix 15 for Managing allegations and concerns against professionals who Work with children Procedures.

## 24. LOW LEVEL CONCERNS

- *See KCSIE 2024 Part 4: Section 2 (paragraphs 430 – 452)*

**KCSIE 2024: "A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school ... may have acted in a way that:**

- **is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and**
- **does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO" (paragraph 433)**

See **Low Level Concerns Policy**

## 25. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.  We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## 26. SERIOUS CASE REVIEWS

The Trafford Strategic Safeguarding Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.  The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required Tyntesfield Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## 27. CONTACT DETAILS

| | |
|---|---|
| Multi-Agency Referral & Assessment Team (TRAFFORD CHILDREN'S FIRST RESPONSE) – Children's Social Care 0161 912 5125 TRAFFORD CHILDREN'S FIRST RESPONSE@trafford.gov.uk | Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 TRAFFORD CHILDREN'S FIRST RESPONSE@trafford.gov.uk |
| Trafford Strategic Safeguarding Partnership 0161 911 8687 tssp@trafford.gov.uk | Police Non-emergency – 101 Emergency - 999 |
| Out of Hours Emergency Duty Team Social Care 0161 912 2020 | |
| NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk | |

| | |
|---|---|
| National Domestic Abuse Helpline | **Refuge** runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.<br>Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.<br>It also has a form through which a safe time from the team for a call can be booked |

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Further Information on Safeguarding and Safeguarding Policies can be found on the TSCB Website at www.tscb.co.uk

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## 28. GLOSSARY

| | |
|---|---|
| **A Child** | A person who has not yet reached their 18th birthday. |
| **Abuse** | A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. |
| **Bullying & Cyberbullying** | Behaviour that is:<br>• Repeated<br>• intended to hurt someone either physically or emotionally<br>• often aimed at certain groups, for example because of race, religion, gender or sexual orientation |
| **Child on Child Abuse** | Child on child abuse occurs when a young person is exploited, bullied and / or harmed by another child under the age of 18; everyone directly involved in child-on-child abuse is under the age of 18. |
| **Child Protection** | Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. |
| **Child Sexual Exploitation** | Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity<br>(a) in exchange for something the victim needs or wants, and/or<br>(b) for the financial advantage or increased status of the perpetrator or facilitator.<br>The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years. It can include both contact (penetrative and non-penetrative)and non-contact sexual activity and may occur without the child's or young person's immediate knowledge. |
| **Children with Special Educational Needs and/or disabilities** | SEN: a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.<br>Disability: a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. |
| **Contextual Safeguarding** | Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. |
| **County Lines** | County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often |

| | use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. |
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| | Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. |
| | Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. |
| | Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. |
| **Criminal Exploitation** | 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 can affect any child or young person (male or female) under the age of 18 years;<br><br>• can affect any vulnerable adult over the age of 18 years;<br>• can still be exploitation even if the activity appears consensual;<br>• can involve force and/or enticement<br>• based methods of compliance and is often accompanied by violence or threats of violence;<br>• can be perpetrated by individuals or groups, males or females, and young people or adults; and<br>• 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. |
| **Domestic Abuse** | 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:<br><br>• psychological<br>• physical<br>• sexual<br>• financial<br>• emotional<br><br>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. |
| **Early Help** | Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life. |
| **Emotional Abuse** | The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.<br>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child |

| | participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. |
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| **Female Genital Mutilation (FGM)** | Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. |
| **Gangs & Youth Violence** | Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. <br> A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. <br> An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). |
| **Hate** | Hostility or prejudice based on one of the following things: <br> • disability <br> • race <br> • religion <br> • transgender identity <br> • sexual orientation |
| **Honour-Based Abuse** | 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. |
| **Low Level Concern** | A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that: <br> • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and <br> • does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. <br> Examples of such behaviour could include, but are not limited to: <br> • being over friendly with children; <br> • having favourites; <br> • taking photographs of children on their mobile phone; <br> • engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, <br> • using inappropriate sexualised, intimidating or offensive language. |
| **Neglect** | Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: <br> • Protect a child from physical and emotional harm or danger. <br> • Ensure adequate supervision (including the use of inadequate care-givers). <br> • Ensure access to appropriate medical care or treatment. <br> • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. |
| **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. |

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| **Private Fostering** | Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.<br>There is a mandatory duty to inform the local authority of children in such arrangements. |
| **Radicalisation & Extremism** | Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.<br>Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of armed forces as extremism. |
| **Relationship Abuse** | Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse. |
| **Safeguarding and promoting the welfare of children** | Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:<br><ul><li>protecting children from maltreatment;</li><li>preventing the impairment of children's mental and physical health or development;</li><li>ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and</li><li>taking action to enable all children to have the best outcomes</li></ul> |
| **Sexting** | Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.<br>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. |
| **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 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.<br>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children |
| **Sexual Exploitation** | CSE is a form of child sexual abuse.<br>Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. |
| **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 intimidate the public and is made for the purpose of advancing a political, religious or ideological state. |
| **Trafficking** | Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having |

| | control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs. |
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| **Upskirting** | 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. |

# APPENDICES

**Appendix 1 – Specific Safeguarding responsibilities (Headteacher/Head of School, Trust Board, Local Governing Body, Designated Safeguarding Lead and Staff)**

**Appendix 2: Effective Safeguarding Culture Model**

**Appendix 3 – Staff Safeguarding Checklist**

**Appendix 4 – Safer Use of the Internet and Digital Technology**

**Appendix 5 – Safer Recruitment and Selection Checklist**

**Appendix 6 – Risk Assessment for Volunteers**

**Appendix 7 – Staff Disqualification statemE`a7fuent**

**Appendix 8 – Staff Induction**

**Appendix 9 – Safeguarding Professional Learning Programme**

**Appendix 10 – Recognising Signs of Child Abuse**

**Appendix 11 – Children potentially at greater risk of harm**

**Appendix 12 - Specific Child Protection/Safeguarding Concerns**

**Appendix 12a – Operation Encompass Procedures**

**Appendix 13 – Radicalisation and Extremism**

**Appendix 14 – Child-on-Child Abuse Procedures**

**Appendix 15 - Managing allegations and concerns against professionals who work with children**

**Appendix 16 – External Provider Safeguarding Declaration**

**Appendix 17 - Safeguarding Information and responsibilities for Outside Providers**

**Appendix 18 – Agency Staff Safeguarding Declaration**

**Appendix 19 – Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017**

**Appendix 20 – Children missing education: statutory guidance for local authorities – 2024**

**Appendix 21 – TSCB Threshold Chart**

**Appendix 22 – Contextual Safeguarding – Contextual Safeguarding Network**

**Appendix 23 – UKCIS Sharing Nudes and Semi Nudes**

**Appendix 24 – HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioner**