THE DEAN TRUST
Ashton on Mersey School

Child Protection and Safeguarding School Policy

2017-2018

Policy Reviewed:	September 2017
Policy Review Frequency	Annually
Next Review	September 2018
Signature of Chair of Governors WTLP *[signature: John Thams]*	

Contents

1. RESPONSIBILITIES

Designated Safeguarding Lead: Mr A Moloney (Headteacher)
Safeguarding Team: Mrs A Mottram (Deputy DSL)
                                    Mrs D Owen (Deputy DSL)

Linked Safeguarding and Prevent Governor: Mrs E Hardy

2. INTRODUCTION

2.1 This document should be read in conjunction with the Dean Trust's Child Protection and Safeguarding Policy and is one of a series in the school's integrated safeguarding portfolio which explains how this school, Ashton on Mersey (AoM), safeguards and promotes the welfare of children.

2.2 These school arrangements fully support the Trust's policy, including its aims and ethos, which have been written in line with the statutory DfE guidance *'Keeping Children Safe in Education' (September 2016) and Working Together to Safeguard Children (March 2015)* and follow Trafford's Safeguarding Children's Board (TSCB) procedures.

3. AIMS OF THE POLICY

3.1 To provide all staff and governors with the necessary information to enable them to meet their child protection responsibilities and secure the welfare of pupils.

3.2 To ensure consistent good practice in accordance with current legislation.

3.3 To use the policy as a working document and source of information when dealing with child protection and or welfare issues, and for promoting the welfare of pupils.

3.4 To demonstrate the school's commitment with regard to safeguarding the welfare of pupils and protecting them from harm.

4. WHO THE POLICY APPLIES TO

4.1 The policy applies to the whole school community, including the Headteacher, Governors, teaching staff, non-teaching staff, volunteers and temporary staff.

4.2 Pupils and parents are also made aware of the arrangements set out in the policy, which is available on the school's website.

5. PRINCIPLES AND VALUES

5.1 We believe that the welfare of all pupils is paramount, and we endeavour to provide a safe and welcoming environment where children are respected and valued, and where their health and well-being is secured.

5.2 We believe that safeguarding and promoting the welfare of all children is everyone's responsibility.

5.3 Wherever possible we seek to identify needs early, and work with parents and carers to prevent escalation of need into crises.

5.4 We believe in treating all pupils equally, and that they have the right to protection from abuse without exception, regardless of gender, ethnicity, disability, sexuality or beliefs.

5.5 We believe in a child-centred and co-ordinated approach, working together with other agencies to ensure pupils receive the best level of service to protect their safety and well-being. We support

parents and carers as much as possible without compromising the safety and well-being of the child.

5.6 We believe in doing our best to provide the right help for pupils and families at an early stage to prevent the risk of harm to pupils in the future.

5.7 The voice of the child is vital and must be sought when considering their needs.

5.8 We believe in British values and applying those to daily school life. We have our own school values which fully reflect our British values, and we ensure all pupils, parents and governors are aware of them and apply them to their lives too in the context of working with children.

6   LEGISLATION

6.1 Section 175 of the Education Act 2002 and 2011 requires Local Authorities and governors of schools to make arrangements to ensure the safeguarding and promotion of the welfare of children. This policy sets out how Ashton on Mersey will fulfil this function and has regard to the following safeguarding legislation and statutory guidance:

☐ The Children act 1989 and 2004
☐ The Education Act 2002 and 2011
☐ Safeguarding Vulnerable Groups Act 2006
☐ Protection of Freedoms Act 2012
☐ Counter Terrorism and Security Act 2015
☐ Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
☐ Working together to safeguard children (2015)
☐ Keeping children safe in education (2016).

7.   CHILD PROTECTION STATEMENT OF INTENT

7.1   At AoM all staff have a commitment and statutory responsibility to safeguard and promote the welfare of all pupils.

7.2   We are alert to the signs of abuse and neglect, and take any concerns and allegations   seriously with appropriate response, acting on any suspicion or disclosure that suggests a child is at risk of harm. We follow our procedures to ensure that children receive effective support, protection and justice.

7.3   We revise and update our policy annually and adapt it when legislation changes. We ensure that all staff, pupils, parents and governors are informed of the policy and procedures as appropriate, and that staff receive annual training and updates as appropriate, together with appropriate support. We publish the policy on the school's website.

7.4 The school contributes to inter-agency working to ensure best provision and communication regarding the safeguarding of children in line with statutory guidance *Working Together to Safeguard Children 2015.* The school complies with current legislation and Traffords Safeguarding Children Board procedures which can be found   on TSCB@trafford.gov.uk Our school is committed to working with local agencies to provide the best support for pupils at AoM.

8.   TERMINOLOGY

8.1   **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment; preventing the impairment of health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and undertaking that role so as to enable children to have optimum life chances and enter adulthood successfully.

8.2   **Child protection** refers to the processes undertaken to protect children who have been identified of suffering, or at risk of suffering significant harm.

8.3 **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

8.4 **Pupil or child** refers to all young people who have not yet reached their 18th birthday.

8.5 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

9. ROLES AND RESPONSIBILITIES

9.1 Designated Safeguarding Lead

9.1.1 The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection and work with the local authority and other agencies in line with Working Together to Safeguard Children 2015. The DSL and deputies receive updated training every two years and attend local authority briefings and conferences whenever possible. The DSL and Deputies receive bulletins from TSCB together with regular supervision throughout the year.

9.1.2 The role of the DSL and deputies is outlined in *Appendix 1* and is also detailed within their job description. Their main areas of responsibility can be summarised as:

 managing referrals: refer cases of suspected abuse to the local authority and /or the police and support other staff who make such referrals. This also includes referrals to Channel where there is a concern about radicalisation or referrals to the Disclosure and Barring Service.

 working with others: liaise with the Headteacher to inform him of all cases of child protection and to act as a source of support, advice and expertise for staff. As required, liaise with the case manager and LADO for child protection concerns where an allegation has been made against or a concern raised about a staff member.

 training: undergo training that will support them to stay up to date and to develop the required knowledge, skills and expertise so that they can contribute to the child protection process effectively. This will include ensuring that this policy is widely available and supports all staff to understand it; maintain detailed record keeping; support AoM to meet the requirements set out in Prevent duty and encourage a culture of listening to pupils and taking account of their wishes and feelings.

 raising awareness: review this policy annually and ensure that it is widely available and understood by the whole school community. Link with TSCB to make staff aware of wider training opportunities and the latest policies on safeguarding.

 child protection files: where a child leaves AoM, ensure that any child protection file is securely transferred to the new school or college. A receipt will be obtained as confirmation.

9.1.3 During term time the Designated Safeguarding Lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns. Preferably this is face-face but if there is an occasion where it is not possible to meet with the DSL or deputies then see another member of SLT and make a CPOMS (Child Protection On Line Monitoring System) referral.

9.2 The role of the governing body

The governing body should ensure that:
 there is a named DSL for child protection who is a member of the Senior Leadership Team and who has undertaken training in inter-agency working, in addition to child protection training appropriate for DSLs
 there is a named governor linked to CP, safeguarding and Prevent.
 the DSL has appropriate authority to discharge duties, and is given the time, funding, training and support to provide advice and support to other staff, including time to contribute to strategy discussions, inter-agency meetings and assessments of children.
 child protection policy and procedures are in place and are consistent with TSCB

requirements, reviewed annually and made available to parents on request.

☐ the DSL liaises with the Local Authority and contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015.*

☐ there are procedures for dealing with allegations of abuse against members of staff including allegations made against the Headteacher, namely the governors, to liaise with LA and /or other agencies.

☐ staff always act in the interest of the pupil and that staff do not promise confidentiality.

☐ safer recruitment procedures include requirement for appropriate checks and evidence including: DBS checks, barred list checks and prohibition checks
together with references and interview information.

☐ procedures for handling allegations against staff and volunteers are in place.

☐ procedures are in place to handle allegations against other pupils.

☐ the pupil's wishes are taken into account when determining what action to take and what services to provide for them, by ensuring that systems are in place for pupils to express their views.

☐ all staff, including the Headteacher, receive annual child protection training, which is updated regularly in line with advice from TSCB, and that the DSL receives refresher training at two-yearly intervals.

☐ all temporary, supply staff and volunteers are made aware of the school's arrangements for child protections.

☐ the curriculum provides teaching on safeguarding issues and ensures this is delivered in an effective way.

☐ there is a designated teacher (ALM) responsible for children who are looked after (LAC) and that procedures are in place for ensuring those pupils' safety.

☐ appropriate responses are provided for children who go missing from education settings, particularly on repeat occasions, to help identify risk of abuse and neglect, including sexual exploitation and to help prevent risks of their going missing in future.

9.3 **The role of the Headteacher**

The Headteacher should ensure that:

☐ the child protection policy and procedures are implemented and followed by all staff.

☐ sufficient time and resources are allocted to enable the DSL and Safeguarding Team to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.

☐ all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with whistleblowing procedures.

☐ pupils' welfare and safety is addressed through the curriculum.

9.4 **The role of staff**

Staff should ensure that:

☐ they fulfil their responsibility to ensure the safety of pupils and promote their welfare and provide a safe environment in which pupils can learn.

☐ they are aware of the role they play in identifying concerns early, sharing information and taking prompt action to avoid escalation of concerns.

☐ they support social workers and other agencies following a referral.

☐ they attend regular training and read the policy and other updates, such as e-bulletins when they are issued, making themselves fully familiar of all arrangements and knowledge of safeguarding issues.

☐ they follow the school's procedures for raising concerns.

☐ they retain an appropriate level of confidentiality regard to any CP or safeguarding matters, whilst liaising with the safeguarding team and/ or social care.

☐ they never promise a child they will not tell anyone about any concern disclosed to them.

☐ they conduct themselves in a professional and appropriate way, adhering to the expectations set out in the staff Code of Conduct (*appendix 2*) and within this policy.

10.   STAFF TRAINING

10.1   The school provides training for all staff and governors on a regular basis. We ensure that all staff, including those who are new at the start of and throughout the year undertake training as part of their induction. We deliver Child Protection training at regular intervals on a termly basis to accommodate new staff who join us at various times throughout the year.

10.2   A register is kept of all those staff that have received training which is added to our Single Central Record, and all staff are in possession of a certificate of attendance at their training session.

10.3   All staff, including the Headteacher and governors, will receive training that is updated at least every year and the DSL will receive training every two years at the level for their role and responsibility, currently 'level 3'. All staff have been issued with Part one and Annex one of *Keeping Children Safe in Education (2016).* Regular training offered to staff supports them to understand their statutory requirements. Staff will be regularly updated on any changes, and will receive regular bulletins and useful safeguarding information as appropriate to ensure that safeguarding remains a live issue and a priority for staff.

10.4   Supply staff, volunteers and temporary staff will receive training by the DSL and will be given the school's Visiting Staff Booklet.

11 ACCOUNTABILITY

11.1. The DSL provides a termly report to governors to ensure that governors are fully aware of what the school is doing to ensure the safeguarding of all pupils, and that they are aware of any updates to legislation or guidance. Termly meetings are held with the link governor for safeguarding and Prevent to support and challenge the DSL regarding safeguarding policy and practice. Regular reports enable the governors to discharge their responsibilities for safeguarding as explained in 9.2 above.

12 RECORD KEEPING AND INFORMATION SHARING

12.1 The DSL keeps an up to date and accurate record of all concerns raised by staff. Concerns are recorded on CPOMS which is a confidential and secure online reporting and record keeping software. Visitors, volunteers and supply staff use the pink welfare concern form as a means of recording an allegation or concern. Chronologies and all associated documents are maintained on CPOMS and a hard copy is kept on pupils' child protection files which are stored securely at all times and away from the pupils' main files. The child protection files, both hard copies and electronic, are confidential and are not accessible by pupils, parents or staff. The Safeguarding Team and the Headteacher are the only staff who have access to these records.

12.2 Any conversations and actions arising from liaison with pupils, parents, or external agencies is recorded and dated alongside the rationale for any decision making, including where a decision has been made to not share information or to not take further action.

12.3 The Headteacher writes to the Headteacher of any school from where a pupil transfers, to specifically request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. Where no reply has been received from a primary school, arrangements will be made to confirm if such a file about a child exists.

12.4 In cases where a pupil, for whom we hold a child protection file, transfers to a different school, the child protection file will only be forwarded to the pupil's new school within 5 working days once confirmation has been received that the pupil has started at the school. In such cases the file will be forwarded by recorded delivery and separate to any other forwarded records. In all cases where records are transferred a receipt of records will be issued when records are received or will be requested when records are transferred.

12.5 The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. All staff know that they have a duty to share any concerns they have about a child within

a safeguarding context, and should report them immediately to the DSL either in person initially or via CPOMs. The following 'golden rules' for information sharing should be followed:

☐ Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
☐ Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
☐ Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.
☐ When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
☐ Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
☐ Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
☐ Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

13.   PREVENTING ABUSE

13.1 Preventing abuse is a key element of the child protection and safeguarding work of AoM. Our staff training aims to ensure that all staff are fully alert to any kind of abuse, and know what to look for and listen out for.

13.2 The curriculum

At AoM we are committed to ensuring that pupils learn to be prepared for life in modern Britain. We encourage them to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. For example, in lessons, pupils are encouraged to ask and answer questions and not be afraid to touch on controversial issues.

13.2.1 Our PSHCE provision is embedded across the curriculum, and directs our assemblies and underpins the ethos of the school. It is recognised that pupils with low aspirations are more vulnerable to radicalisation and other safeguarding issues therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

13.2.2 Our PSHCE curriculum ensures that all pupils learn about safeguarding issues, including what they mean, the harm they can bring, together with the signs and risks involved with each, and how to deal with them. We teach pupils to calculate risks, build resilience, develop critical thinking skills and promote good emotional wellbeing. This is supported by enrichment activities which strengthen character and enable pupils to learn about themselves and develop their skills and understanding in different situations outside the classroom.

13.2.3 Pupils are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet

13.2.4 Over the course of the year, the school follows a '**Theme of the Week'** programme, where safeguarding issues are explored in assemblies together and supported by a dedicated Theme of the Week session as part of the Form Tutor Programme, where Form Tutors discuss and provide activities for pupils around the theme.

13.2.5   Student Services is a point of information for pupils where they can take information relating to health, well-being and safeguarding issues. They can also speak with any member of staff who will refer any concerns to the Safeguarding Team.

13.2.6   As already outlined, using the curriculum to teach about key safeguarding issues is a critical element of preventing abuse and harm to children. Additional strategies used to support our preventative work include:

☐ ensuring that the School's Code of Conduct for pupils is regularly visited by pupils.
☐ raising awareness in assemblies and through form time of the effects of online bullying, homophobia and other triggers for peer on peer abuse, and how to deal with them.
☐ engaging with parents if we have a concern, and through providing them with support and guidance regarding safeguarding issues including online safety.
☐ ensuring pupils know the range of support and advice channels they can access at school and at home.
☐ providing pupils with peer support through pupil led roles.
☐ ensuring our school e-safety procedures are robust and that pupils are taught online safety skills so they can identify online risks and are confident to report any concerns to school staff.
☐ focusing on specific safeguarding issues such as those outlined in this policy in assemblies and PSHCE lessons, and throughout the curriculum.
☐ ensuring school staff model appropriate behaviour, be aware of values and attitudes, preconceptions and feelings and be prepared to challenge any inappropriate language and attitudes including stereotyping.
☐ working together with agencies and organisations that can provide specialist advice support and training such as Manchester's Protect Team (a multi-agency team including Children's Services, GMP, The Children's Society and Barnados), Manchester Antisocial Behaviour Action Team (ASBAT), Youth Offending Team (YOT) and Safer Trafford Intergrated Partnership Team.
☐ circulating and displaying materials about a range of safeguarding issues that are relevant to our school community, such as FGM, forced marriage and CSE and details of the NSPCC Helpline, Child Line, and appropriate local and national support groups.
☐ sign posting where appropriate materials on further support and advice about specific safeguarding issues can be accessed.
☐ developing skills and knowledge to resolve conflict as part of the curriculum;
☐ challenging aggressive behaviour in ways that prevent the recurrence of such behaviour
☐ engaging in preventative work on anti-social behaviour and crime with the police and Safer Trafford Integrated Partnership Team.
☐ including anti-social behaviour as part of anti-bullying strategies.
☐ acting promptly within the school's discipline and searching procedures and notify the police if pupils bring in weapons or have been involved in any capacity with gang crime.

14   EARLY HELP

14.1   Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years *(KCSIE 2016).* We are committed to identifying needs early, so we can reduce the chance of concerns escalating to a more serious level of need in the future. However, there are times when pupils' needs mean they require an enhanced level of support, either due to their own increasing complexity of need, or the impact of external factors. The Early Help Hub in Trafford provides a multi-agency approach to supporting children and families with such levels of need.

14.2 To help identify the **level of needs** of a pupil, and the appropriate response, at AoM we follow TSCB's level of need continuum, which is outlined in our Early Help Offer *(appendix 3).*

14. 3   At AoM we have a responsibility to provide support as soon as a concern arises and staff should discuss these with the DSL. **Communication and record keeping** is key. We are able identity vulnerable pupils and monitor their welfare to identify the level of support for a pupil through a range of communications, such as:

regular pastoral meetings between groups of staff such as SENDCo and Heads of Year, Pupil Support Managers, and Form Tutors;
 Pastoral meetings with key staff, parents and pupil prior to multi-agency response.
 updated SIMS records such as behaviour and attendance;
 CPOMS and welfare concern records;
 PEPs for looked after children;
 IEPs and regular updates from SENDCo
 School reports
 all communication with parents which are recorded.

14.4   We provide an **Early Help Offer** to parents and carers which outlines how we can   support pupils and families at an early stage. *(Appendix 3)*

14.5   We are alert to the potential need for early help for a vulnerable pupil who is:

 disabled and has specific additional needs.
 has special educational needs.
 a young carer.
 showing signs of engaging in anti-social or criminal behaviour.
 in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence.
 has returned home to their family from care.
 showing early signs of abuse and/or neglect.
 in a secure setting.

14.6   The DSL may decide that the **Early Help Hub** would be an appropriate source of help if the concerns meet level 2 on the continuum of needs *(Appendix 3).* Consent must be granted by parent or child in order for support to be given. The Early Help Team may advise the school to complete an Early Help Assessment to assess the nature of support, or multi-agency support suitable to support the family, parent or child.

14.7 The purpose of the EHA will be to assess the most appropriate agencies to provide targeted or specialist early help services and therefore prevent the pupil's needs escalating to a section 47 enquiry. *(See ch1 s7-13 'Early Help': Working Together to Safeguard Children 2015)*

Early Help Hub contacts: 0161 912 5020 Janet Barker (Partington)

15.   TYPES OF ABUSE AND NEGLECT AND SPECIFIC SAFEGUARDING ISSUES

15.1   At AoM we ensure that staff know the different kinds of abuse they should be alert to, and pupils are aware of the different kinds of abuse they could be subject to. We are 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**.**

15.2 Staff have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSL. If staff continue to remain dissatisfied then they should raise the concern with the Headteacher and refer to the Trust's   Whistleblowing Policy (see website).

15.3   **Definition of 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 by another child or children.

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.

Emotional abuse: the persistent maltreatment of a child such as to cause severe and adverse effects

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

15.4 Indicators of abuse include the following but are not exhaustive. Training will include more detailed indicators of each category. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a pupil shows a number of these symptoms, or any of them to a marked degree, they should immediately inform the DSL or DDSL and record their concern using CPOMS:

- recurrent or multiple injuries or burns at one time.
- delayed presentation of or reporting of an injury.
- admission of excessive punishment from parents / carers.
- inconsistent or absent explanation from parents / carers.
- associated family factors such as substance misuse, mental health problems, and domestic violence and abuse.
- other associated features of concern e.g. signs of neglect such as inadequate supervision, poor clothing, hygiene and / or nutrition.
- significant or sudden behaviour change.
- poor attendance or truancy.
- unable to contact parents.
- is concerned for younger siblings or a parent / carer without explaining why.
- becomes secretive and reluctant to share information.
- talks of running away.
- is reluctant to get changed for sports or wears clothes to cover injuries etc.
- fear of physical contact or flinching.
- continual self-deprecation or inability to accept praise.
- suicide attempts, self-harming or risk taking behaviour.
- being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age.
- medical problems such as chronic itching, pain in the genitals, sexually transmitted infections or pregnancy.
- eating disorders, depression, anxiety.
- being isolated or withdrawn.
- inability to concentrate and or decline in academic progress.

15.5 There are specific safeguarding issues which sit within the 4 categories of abuse for which we have a duty to protect children from, and from which pupils at Ashton on Mersey may be vulnerable to risk of harm. Staff who suspect that a pupil is at risk of any of these issues should follow the general child protection procedures and any additional action required as set out below.

15.6 **Peer on peer abuse**

15.6.1 Safeguarding issues may manifest themselves via peer on peer abuse, which means that children may be harmed by other children or young people. This is most likely to include (but not limited to) bullying (including online bullying), gender based violence/ sexual assaults and sexting. Sending videos and images around school or to a group of friends is a common means of abuse.

There will be occasions where a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff should treat peer on peer abuse as a safeguarding concern and refer to the Head of Year in the first instance. **Staff should never pass off inappropriate comments between peers as 'banter'**. The school will act according to the nature of the abuse which includes informing parents, and could include early help or the police. It is possible a pastoral meeting would be appropriate.

How we deal with peer on peer abuse at AoM

    ☐ Any form of bullying by pupils is dealt with in accordance with our Behaviour and Anti-bullying policies.
    ☐ Peer on peer abuse can be a one-off incident such as distributing an image around school. Such incidents will be dealt with seriously and may result in a referral to Children's Social Care or the police, depending on the incident.
    ☐ Parents of both parties are informed and support for the victim put in place immediately, together with restorative justice to ensure reconciliation.
    ☐ The situation will be closely monitored by staff and if possible, pupils appropriate to do so.

15.7 Child Sexual Exploitation (CSE)

Definition of CSE

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of CSE

Signs of child sexual exploitation may include the child or young person:

    ☐ going missing for periods of time or regularly returning home late.
    ☐ skipping school or being disruptive in class.
    ☐ appearing with unexplained gifts or possessions that can't be accounted for.
    ☐ experiencing health problems that may indicate a sexually transmitted infection.
    ☐ having mood swings and changes in temperament.
    ☐ using drugs and alcohol.
    ☐ displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting').
    ☐ they may also show signs of unexplained physical harm such as bruising and cigarette marks.
    ☐ having older boyfriends or girlfriends.
    ☐ suffering from sexually transmitted infections.

☐ associating with other young people involved in exploitation.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

If you have a concern about a child

Report to DSL immediately. DSL refers to *SEAM Team (Sexual Exploitation and Missing)* if appropriate. For advice and consultation or training contact the Paul Hatton 0161-912-5125 or PPIU Steve Gardiner 0161-7782856. further non-statutory guidance can be found in DfE, Child sexual exploitation (February 2017)

15.8   Female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse.

The Serious Crime Act 2015 places a statutory duty on all teachers to notify the police if FGM appears to have been carried out on a girl under the age of 18). Failure to report is likely to result in disciplinary sanctions.

Signs that FGM is about to happen or has already taken place

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

A girl at immediate risk of FGM may not know what is going to happen, but she might talk about or you may become aware of:

☐ a long holiday abroad or going 'home' to visit family.
☐ female relative or cutter visiting from abroad.
☐ a special occasion or ceremony to 'become a woman' or get ready for marriage.
☐ a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

A girl or woman who has had female genital mutilation (FGM) may:

☐ have difficulty walking, standing or sitting.
☐ spend longer in the bathroom or toilet.
☐ appear withdrawn, anxious or depressed.
☐ have unusual behaviour after an absence from school or college.
☐ be particularly reluctant to undergo normal medical examinations.
☐ ask for help, but may not be explicit about the problem due to embarrassment or fear.

What to do if you have a concern

Tell the DSL immediately together with CPOMS referral. If you believe a girl is at immediate risk or is likely to have undergone FGM you must personally report this to the Police via 101. The DSL will support you to do this and will obtain a crime reference number, and notify MARAT in line with TSCB procedures. Further guidance can be found in DfE, Multi-agency statutory guidance on FGM (April 2016).

15.9   Forced marriage

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Indicators of forced marriage

Signs that a child or young person may be forced into marriage include:

- absence and persistent absence.
- request for extended leave of absence and failure to return from visits to country of origin.
- fear about forthcoming school holidays.
- surveillance by siblings or cousins at school.
- decline in behaviour, engagement, performance or punctuality.
- being withdrawn from school by those with parental responsibility.
- not allowed to attend extra-curricular activities.
- sudden announcement of engagement to a stranger.
- prevented from going on to further/higher education.
- anxious, depressed and emotionally withdrawn with low self-esteem.
- girls presenting with cut/ shaved hair for punishment or for 'dishonouring' the family.
- report that a girl has been taken to a private practice to examine if she is a virgin.

If you suspect a pupil is being forced into marriage

'**One Chance Rule**' *(see also TSCB's 'One Chance Rule' Forced Marriage protocol)*

All practitioners working with victims of forced marriage and honour based violence need to be aware of the 'One Chance' Rule. Staff may only have one chance to speak to a potential victim and have one chance to save a life. Staff need to be aware of their responsibilities and obligations when they become aware of potential forced marriage cases. If the victim is not offered immediate support following disclosure that one chance opportunity may be lost.

In such cases, staff must inform the DSL immediately and ensure that any family or community member is not alerted to the concern. In addition to following the child protection procedures, the DSL will seek urgent advice from the following agencies:

The local police domestic abuse unit. *Single Point of Contact (SPOC) – Public Protection Division, Safeguarding Vulnerable Persons Unit Tel: 0161 856 1709   Mobile: 07760374269 Trafford Contact Centre: Tel: 0161 921 2000 email:* access.trafford@trafford.gov.uk.

Contact the *Forced Marriage Unit. (020 70080151 / fco.gov.uk* (public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases.)

Further guidance can be found in *DfE Guidance June 2014: Multi-agency practice guidelines: Handling cases of Forced Marriage*

There may be occasions when a pupil does not return to education after a holiday or they may stop attending school during term time. In these situations, staff may have a suspicion that forced marriage is an issue. If a member of staff suspects that a pupil has been removed from, or prevented from, attending education as a result of forced marriage, the DSL will refer to MARAT and the police, together with a referral to the LA informing them that the pupil is missing from education.

15.10   **So-called honour- based violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV.

Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have

already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM, (pages 59 – 61 focus on the role of schools) and pages 13 – 14 of the *Multi-agency guidelines: Handling case of forced marriage.*

15.11 Domestic abuse

Definition
Domestic violence and abuse rarely exists in isolation. The impact of living with adult violence has detrimental emotional and psychological effects on children and it is also a potential indicator for other forms of harm. It is closely associated with substance misuse, homelessness, and mental health.

The Home Office defines Domestic Violence and Abuse as: Any incident or pattern of incidents of controlling, coercive or 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
- emotional

Indicators of domestic abuse

The following may be indicators that a child is living in an abusive environment:

- taking part in dangerous or harmful behaviours.
- getting into trouble.
- are unhappy or worried.
- are angry and have violent outbursts.
- find it difficult to control emotions.
- have sleep difficulties.
- are afraid of getting hurt or are afraid of someone else getting hurt.

If you suspect a child may be living with domestic abuse

In most circumstances children exposed to domestic abuse can be defined as Children in Need. Staff should refer to the DSL and record on CPOMS. The DSL will then make a referral to the Contact Centre for signposting to other services, or for Child in Need assistance. It may be sufficient to complete an Early Help Assessment to secure assistance from other agencies. A referral to MARAT may take place, which is a Multi- Agency Risk Assessment Team where agencies share information on high risk cases of domestic violence and abuse and put in place a risk management plan.

15.12 Children Missing Education

At AoM we are aware of the potential safeguarding concerns for pupils who go missing, such as child sexual exploitation, travelling to conflict zones, FGM and forced marriage. As such, attendance is recognised as an early indicator of potential safeguarding or child protection concerns. The AoM Attendance and Admissions policies, in line with Trafford Council procedures, Children Missing Education (CME) DfE statutory guidance 2016, and Education Regulations 2016 will be referred to and followed when a child is absent from school or is missing from education.

When a child misses education at Ashton on Mersey we

- follow the LA procedures for unauthorised absence and CME.
- treat it as a safeguarding concern and inform the LA of the details of pupils who fail to attend regularly, or have not returned to school for ten days after an authorised absence, or are absent from school without authorisation for twenty consecutive days in order to prevent the child going missing from education.

☐ make every attempt through reasonable enquiries to locate the pupil.

☐ remove the pupil from the admission register and notify the LA when, after failure to make reasonable enquiries, a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, except if absence is due to illness, or unavoidable causes.

☐ arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

15.13 Private fostering

Definition

Private Fostering is when a parent makes an arrangement for their child under 16 years old (or under 18 if disabled) to live with someone for 28 days or more by private arrangement (without the involvement of a local authority) with someone who is not a parent or a close relative. A close relative can be defined as a brother, sister, aunt, uncle, grandparent or step parent, guardian or a person with parental responsibility).

Private foster carers might be friends of the child's family; someone willing to care for the child of a family they don't know; or relatives not mentioned in the list above, for example a cousin or great aunt.

At Ashton on Mersey we recognise that privately fostered children and young people in Trafford are a diverse group and come from a variety of backgrounds and circumstances. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

What to do if a pupil is privately fostered

We have a mandatory duty to inform the Local Authority through Children's Services if we become aware or suspect that a pupil is subject to a private fostering arrangement. Staff
should notify the DSL and record on CPOMS. The DSL will inform Children's Services who is looking after the pupil and where they live.

It is an offence for the carer and parent not to notify the Local Authority; a private foster carer could be putting themselves and their family at risk and miss out on help and support.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

15.14 **Youth produced sexual imagery (YPSI or sexting)**

Definition

Youth produced sexual imagery (Sexting) is an increasingly popular online activity amongst young people under the age of 18. It is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobile phone, webcam, handheld device or website/ app. tablets, smartphones, laptops or any device that allows someone to share media and messages. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere with anyone. YPSI may also be called 'trading nudes', 'dirties' and 'pic for pic'

Dealing with sexting at AoM

Staff should be aware that incidents of YPSI being sent or received are becoming increasingly common and that when a pupil sends (distributes) such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition, there is increasing evidence that such activity may result in depression, self-harm and, in extreme cases, suicide. We take sexting very seriously and do not underestimate the harmful impact it may have on our pupils. In all such

cases, AoM will follow *UKCCIS, Sexting in Schools and Colleges Guidance (2016*) and conduct a risk assessment to inform the appropriate response. In summary:

Staff must not print, forward, distribute or save any images or content believed to be an indecent image unless Police advice has been given.

Refer to the DSL immediately and complete a CPOMS report. Device should be confiscated and secured.

In consultation with the wider Safeguarding Team, the DSL will assess the risk posed. DSL will interview pupils involved and inform parents unless doing so places pupils at risk of harm.

If a pupil is at risk of harm or has been harmed, the DSL will make a referral to social care / police.

The DSL has the power to search the phone (Education Act 2011) without consent if there is reason the material can cause harm or if the phone holds evidence of a criminal offence e.g. bullying, accessing age-restricted material and viewing pornography. **However, staff should not view images unless it is absolutely necessary to do so to safeguard the pupil.**

In the case of harmful material, the school can seize the device, can read messages, erase data if there is good reason to do so, and there is no set limit to how long the device can be held. Refusal to hand over the device results in school sanctions being applied.

The school must hand the device to the police if it contains material of a criminal nature.

15.15   Preventing radicalisation and extremism

Statutory Duty

The Counter-Terrorism and Security Act 2015, places a duty on all schools, in the exercise of their functions, to have **'due regard to the need to prevent people from being drawn into terrorism'.** This duty is known as the Prevent duty, to ensure AoM fully meets this duty, we will have full regard to DfE, Prevent duty guidance (2015).

Safeguarding children from all risks of harm is an important part of our school's work and protecting them from extremism is one aspect of that. Manchester is a Prevent priority area, to ensure that AoM fulfils the Prevent duty, we will:

Risk assess

We will assess the risk at a local level and we will use our existing safeguarding mechanisms to identify and support those children who are vulnerable to radicalisation and extremism.
We have a 'lockdown' procedure in place for any incident that could immediately threaten the safety of pupils and staff in school.
Check literature pupils are reading in school.
Ensure robust recruitment process of staff and procedures for visitors.
We review our Prevent Risk Assessment regularly.

Work in partnership

We will work in partnership with our whole school community and external partners: TSCB Prevent Team, Children's Services and the police to gain updated information and to help us ensure that children are safeguarded from radicalisation and extremism.
Provide support for parents through Internet Safety training.
We seek to understand our pupils and families in our area and use GMP Counter Terrorism Unit to gain contextualized information.

Staff training

All staff are trained to identify signs of radicalisation and know what to do if they are concerned.

The Safeguarding Team attends WRAP training sessions (Raising Awareness of Prevent) provided by GMP Prevent Team

Include updates of training and strategies in governors' reports.

IT Policies

We have secure online safety systems in place through the Trust's AUP (Acceptable Use Policy), which staff and parents/ carers sign, such as:

☐ monitoring volume of internet, website and email traffic, domain name, IP addresses and internet sites visited and email received.
☐ content of transactions monitored if there is suspicion of improper use.
☐ monitoring of data storage.
☐ ensure suitable filtering and monitoring is in place.
☐ teach e-safety through the curriculum.

Building children's resilience to radicalisation

We build pupils' resilience to radicalisation by promoting our school and British values and enable them to develop critical thinking skills and challenge extremist views within a safe environment.

We provide a safe place for pupils to understand the risks associated with terrorism and develop the skills to challenge it, through inclusion in PSHE and Citizenship lessons and our 'Theme of the Week' Programme.

We ensure pupils know their **Single Point of Contact** is the DSL.

We also recognise how the *2012 Teachers' Standards* are relevant to combating extremism. For example, the standards say that teachers must:

☐ show tolerance of and respect for the rights of others.
☐ not undermine fundamental British values.
☐ ensure that personal beliefs are not expressed in ways that exploit.

Definitions

Extremism is defined in the 2011 Prevent strategy as *'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'*. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Ashton on Mersey we ensure that through our school vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

Ashton on Mersey promotes fundamental British values by:

☐ Creating the school's own values statements in line with British Values.
☐ Exploring the values in assemblies regularly throughout the year.
☐ Ensuring the Pupil Parliament enables pupils to actively participate in the democratic process.
☐ Clearly and consistently communicating the behaviour policy.

Recognising Radicalisation and Extremism

Early indicators of radicalisation or extremism may include:

 showing sympathy for extremist causes.
 glorifying violence, especially to other faiths or cultures.
 making remarks or comments about being at extremist events or rallies outside school.
 evidence of possessing illegal or extremist literature.
 advocating messages similar to illegal organisations or other extremist groups.
 out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
 secretive behaviour.
 online searches or sharing extremist messages or social profiles.
 intolerance of difference, including faith, culture, gender, race or sexuality.
 graffiti, art work or writing that displays extremist themes.
 attempts to impose extremist views or practices on others.
 verbalising anti-Western or anti-British views.
 advocating violence towards others.

If there is a concern a child may be at risk

In Trafford we use the mainstream safeguarding route to refer any concerns that a pupil is at risk. i.e. DSL contacts MARAT. Referrals may lead to contact with Channel for further support.

Key contacts for Ashton on Mersey School
Jason Robinson - T: 0161 856 1030 M: 07468717971
Channel Team (multi-agency approach to identify support individuals at risk of being drawn into terrorism): 0161 856 6362 (or 101 quoting Channel)
The Anti-Terrorism Hotline 0800 789321 Text Phone Service 0800 032 4539

In the event of an emergency ring 999

15.16 Vulnerable Groups of Children

Special consideration

To ensure that all of our pupils receive equal protection, we will give special consideration to pupils who are:

 disabled or who have special educational needs.
 living in a domestic abuse situation.
 affected by parental substance misuse.
 vulnerable to being bullied, or bullying.
 living away from home.
 living in temporary accommodation.
 living in chaotic and unsupportive home situations.
 vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality.
 involved directly or indirectly in prostitution or child trafficking.
 asylum seekers.
 do not have English as a first language.

Jason Robinson - T: 0161 856 1030 M: 07468717971
Channel Team (multi-agency approach to identify support individuals at risk of being drawn into terrorism): 0161 856 6362 (or 101 quoting Channel)
The Anti-Terrorism Hotline 0800 789321 Text Phone Service 0800 032 4539

Vulnerability of SEND pupils

Pupils with SEND are particularly vulnerable to risk of harm due to a number of reasons, such as learning needs, social and emotional health or disability. Such pupils may become targets of bullying, including online bullying, and may not have the skills, confidence or ability to share their concerns, or

find out information easily to help them stay safe.

Our approach at AoM

At Ashton on Mersey we fully take into consideration and support **all** pupils, including the most vulnerable and those with SEND, so they can fully access the support, information available and opportunities at school to develop into self- aware, confident young people who know what the safeguarding risks, how to prevent placing themselves in potentially harmful situations, and what to do if they are worried they may be being abused, have been abused, or are likely to be.

15.17 Gangs and Youth Violence

Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. Some pupils at AoM live within a community that is subject to gang and youth violence, including knife crime. At AoM we consider pupils to be at risk of being involved in this culture, whether by association or as victims, whether at the present time or in the future.

Risks for pupils

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

If there is a concern

Gang involvement and youth crime is considered a safeguarding issue, therefore staff must refer concerns to the DSL and record on CPOMS.

In the case of a pupil carrying weapons or banned items (refer to behaviour policy), also refer to DSL, who will arrange a search, will confiscate the item and inform the police.

In the case of emergency ring 999

16. CHILD PROTECTION PROCEDURES

16.1   **What staff should look out for:**

16.1.1 All Dean Trust staff should be aware of **signs of abuse and neglect** and be able to identify cases of pupils who may be in need of help or protection.

16.1.2   There will be occasions when staff suspect a pupil may be at risk, but there is no real' evidence to hand. The pupil's behaviour may have changed, the artwork may be bizarre, increased lateness or absence, they may write stories or poetry that reveal confusion or distress, or staff may have noticed physical but inconclusive signs. In these circumstances staff should try and give the opportunity for the pupil to talk.

16.1.3   The signs may have been due to a variety of factors e.g. pet died, moving house, and grandparent ill. It is fine to ask if the pupil is all right and ask if you can help in any way.

16.2   **What staff should do if they have concerns about a pupil**

16.2.1   The process for dealing with Child Protection concerns are:

☐ recognise
☐ respond
☐ record and refer
☐ support

16.2.2   Staff should always act in the interests of the pupil when concerned about his/ her welfare and raise any concerns with a member of the Safeguarding Team without delay. This should be done by verbal communication followed by CPOMs completion. Visitors, volunteers or supply staff should visit reception to say they need to speak with the DSL. If staff are unsure about what to do or the level of concern, they should speak with the DSL, (if unavailable speak with a member of the Safeguarding Team or SLT).

16.2.3   In the exceptional case where no member of the Safeguarding Team or SLT is
available, or the referring staff disagrees with the DSL's decision not to refer, or action is not taken swiftly enough by the DSL, then the staff member can refer their concern directly to:

☐ MARAT 0161-912-5125
☐ Or NSPCC Child Protection Helpline 08088005000
☐ **If a child is believed to be at immediate risk of harm: Police 999**

16.2.4   If staff hear of, or know of, a pupil who has gone missing, they should report it   **immediately** to the DSL

16.3   **What staff should do if a pupil discloses to them**

16.3.1   If a pupil tells about any risk to their safety or wellbeing the staff member must let them know that the information must be passed on. Secrets must not be made. The point at which this is said is a matter of professional judgement.

16.3.2   During the conversation with the pupil:

DO:

☐ allow the pupil to speak freely and take them seriously.
☐ remain calm and do not over react (the pupils may stop talking if they feel they are upsetting you).
☐ give reassurance that what has happened is not their fault. Give reassuring nods or words of comfort e.g. 'You are doing the right thing talking to me', I'm so sorry this has happened'.
☐ tell the pupil what will happen next. Be honest about your position, who you will have to tell and why. The pupil may agree to go with you to the DSL. Otherwise let them know that someone will see them as soon as possible.
☐ write up your conversation as soon as possible on CPOMS **on the same day if possible. Record questions you have asked.**
☐ keep the pupil fully informed about what you are doing and why. Give them information about confidential sources of help e.g. ChildLine, NSPCC, Talk Shop and Healthy Young Minds.

DO NOT:

☐ ask investigative questions or interrogate e.g.; how many times has it happened?' 'Does this happen to your brother / sister too?' 'What does your mother think about all this?'
☐ cast doubt on what the chid is saying.
☐ agree to secrets or confidentiality.
☐ automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
☐ admonish the pupil for not disclosing earlier. Saying 'I wish you'd have told me earlier' or 'I don't believe what I am hearing' may be your way of supporting, but the child may interpret it that they have done something wrong.
☐ push them to tell you more than they wish.
☐ make notes in front of the pupil.
☐ require the pupil to write down their account.

delay in informing the DSL or Safeguarding Team of your concern.

16.4   Referral to Social Care

Refer to appendix 5 (KCSIE 16 flowchart showing actions)

16.4.1   If the DSL suspects the pupil to be at risk of, or is suffering from significant harm, then a referral to social care will be made and a s47 Enquiry (Child Protection Enquiry - see Children Act 1989) may commence.

16.4.2   The DSL should notify the Contact Centre (see details above).

16.4.3 **Notifying parents:** We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent unless the school believes that doing so could increase risk to the pupil or exacerbate the problem. In such cases the school will require Social Care to contact parents. Parents will not be informed of a referral if it is thought that a parent is the abuser, it is unclear who the abuser it or if it could jeopardise a police investigation.

16.4.4   If no assessment is recommended, then an Early Help assessment may (see s14 above) The DSL should ensure Social Care provide feedback about their decision.

17 SAFER WORKING PRACTICES FOR STAFF

17.1   Expected standards of staff

17.1.1 Expected standards for all staff are set out in AoM Staff Code of Conduct (*appendix 2)* Alongside this, all teachers are expected to adhere to the *Teacher Standards 2012* and all staff should adhere to the *Safer Recruitment Consortium, 'Guidance for Safer Working Practice for Adults Who Work with Children' (2015).* 'All staff' includes anyone working in the school.

17.1.2 In accordance with the Teacher Standards 2012, all staff at Ashton on Mersey School (including support staff and the Headteacher), have a duty to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

17.1.3 All staff at Ashton on Mersey are expected to identify pupils who may require extra help, or who are suffering, or are likely to suffer, significant harm. All staff have a duty to take appropriate action in accordance with this policy.

17.1.4 All staff are expected to follow the staff Code of Conduct and conduct themselves professionally and appropriately at all times, always maintaining professional boundaries.

17.1.5 All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be professional at all times and beyond reproach, maintaining professional boundaries.

17.1.6 All Staff have a responsibility to ensure that the unequal balance of power between staff member and pupil is not used for their personal advantage or gratification.

17.1.7 In addition, staff should understand that, under the Sexual Offence Act 2003, it is an offence for a person over the age of 18 to have a sexual relation with a person under the age of 18, where that person is in a position of trust, even if that relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

17.2   **Poor practice amongst staff**

17.2.1 The school takes seriously any complaint or concern raised by parents, pupils or other staff regarding poor practice towards pupils, which does not initially reach the threshold for child protection action.

17.2.2 Upon investigation of the complaint or concern, it is likely that the school's disciplinary procedures will be followed if the complaint or concern is substantiated. Our complaints and disciplinary procedure will be followed where a pupil or parent raises concern about poor practice towards a pupil. *(see website for complaints procedure*).

17.2.3 Examples of poor practice includes:

- □ singling out a pupil.
- □ using sarcasm or humiliation as a form of control.
- □ bullying or belittling a pupil or discriminating against them in some way.

These practices are not exhaustive.

17.2.4 The Headteacher, senior staff and governors manage complaints. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

17.3. **Communication with pupils using Information Technology**

17.3.1 Communication between staff and pupils should take place within clear and explicit professional boundaries. This includes use of mobile phone text messaging, emails, social media websites, digital cameras, blogs, videos, webcams and websites.

17.3.2 Staff should not give pupils their personal contact details e.g. mobile phone number, or details of any blogs or personal websites e.g. Facebook and not to any past pupil who is under 25 years old. This also applies when staff are on a school trip.

17.3.3 Staff should only make contact with pupils for professional reasons and only in accordance with the school's policy. They should not request or respond to any personal information from the pupil other than that which is appropriate to their professional role. **All communications should be open and transparent.** Any concern or doubt about levels of communication with or from another pupil should be discussed with DSL, Safeguarding Team, or if unavailable, a member of SLT.

17.3.4 Staff should understand that texting a pupil is rarely an appropriate form of response when in a crisis situation or at risk of harm. Texting should only be used when all other strategies have been exhausted and this has been agreed with the Headteacher or DSL.

17.3.5 When staff are out with pupils on a school trip, staff should use the school mobiles to communicate with pupils, not their personal mobile phones. They should not give pupils their mobile phones, unless in the exceptional circumstance of the school mobiles being lost, stolen or broken and this has been agreed with the Headteacher or DSL. Staff should ensure the school phones are fully charged.

17.3.6 Staff should not use the internet or web based communication channels to send personal messages to pupils.

17.3.7 Staff should ensure that if a social networking site is used, details are not shared with pupils and privacy settings are set to maximum. It is also advised that staff should avoid using an identifiable profile picture or their full name as known in school.

18 ONLINE SAFETY (refer to Trust's E-safety Policy)

18.1   Most of our pupils will use digital devices in and outside school. However, we know that some men, women and young people will use these technologies at some time to harm children. The harm might range from sending hurtful or abusive texts and emails to enticing children to engage in extremist behaviour, sexually harmful conversations, webcam or face-to-face meetings.

18.2   The Trust's E-safety policy explains how we try to keep pupils safe in school.

18.3   Cyber-bullying by pupils, via texts and emails, will be treated seriously, just as any other type of

bullying and will be managed through our anti-bullying procedures, and also may be considered as a child protection issue depending on the nature of the incident.

18. 4 Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

18.2 Filters and monitoring systems

18.2.1 The school has in place monitoring systems which monitor:

☐ the internet, network and email traffic of the school.
☐ the domain names and/ or IP addresses of internet sites visited and domain, and
IP addresses of email received.
☐ data storage by individuals.

18.2.2 The school has filters in place which can identify improper use. The safeguarding team is trained to use the monitoring and filtering system to identify activity which raises concern. At that point, those concerns will be dealt with in accordance with the Child Protection process, and if concerns are raised regarding a staff member, the Headteacher will be notified immediately.

19   PHOTOGRAPHY AND IMAGES

19.1 The vast majority of people who take or view photographs or videos of children, do so for entirely innocent, understandable and acceptable reasons. However, some people may abuse children through taking or viewing images. There may also be children in AoM who may be placed at risk by photographs being taken and shared, for example, children who are looked after or adopted or have been subject to previous abusive situations, so we must ensure that we have some safeguards in place.

19.2 **To protect pupils at Ashton on Mersey we**

☐ seek their consent by parents for photographs to be taken or published e.g. on our website or in newspapers or publications.
☐ seek parental consent on an annual basis.
☐ use only the pupil's first names with an image.
☐ ensure pupils are appropriately dressed.
☐ encourage pupils to tell us if they are worried about any photographs that are taken of them.
☐ ensure that photographs will only be taken on a school device.
☐ ensure that photographs are only taken for reasons defined e.g. educational activity, evidence progress, promotional and celebratory.
☐ ask that parents do not share any images of other children that may feature in the background of photographs that they have taken of their child Data protection does not prevent parents from taking photographs of their children at school events.
☐ That seriously as a safeguarding concern any incident where a pupil has taken a photograph or video of another pupil, distributed it and /or uploaded it onto the internet. *(refer above to YPSI section above).*

19.3 Images for school publications

☐ The school will only take and use images that are appropriate and are considered to not be open to misuse.
☐ If an image of a pupil is used, the pupil's full name **will not** be published. If a name is published, **no image will be used** without specific consent.
☐ Pupils will be made aware of why their picture is being taken and how it will be used.
☐ Pupils will be given the option to not have their image used if they are the sole focus of the picture.
☐ Pupils and parents should be encouraged to recognise the value of group photographs or recordings of school events.
☐ Images will be kept securely and held by the school for the duration of the pupil's time there, after which they will be destroyed.

Images of pupils from the school will not be used to illustrate controversial subjects.

19.4   Images for the school website

School websites are part of the internet and are more easily accessible than paper based school publications. The school will make sure that only appropriate images are used. Image filenames will avoid using children's names.

19.5 Images taken by parents, carers or family members

 Parents, carers or family members and friends can take images of their child and friends participating in school activities for family and personal use.
 Parents should ask for their permission before photography is allowed.
 Photography and video filming will be limited to designated areas.

20. SAFER RECRUITMENT

20.1   At AoM we work very closely with the Trust's HR team to ensure that our recruitment   selection and pre-employment vetting is secure and follows procedures as required in   Part 3 of KCSIE 16:

 SLT and appointments panel on our Local Governing Body have undertaken Safer Recruitment Training.
 We seek references for all shortlisted candidates including internal ones before interview in order to explore any issues of concern with the referee and take up with candidate at interview (s108 KCSIE 16).
 All out interviews include at least one safeguarding question which helps us to make judgements about the candidates' suitability for employment.
 Our Single Central Record follow the requirements as specified in KCSIE16 s112 and 113.
 DBS criminal record checks, including barred list checks and prohibition checks for teachers and managers are undertaken by the HR team in accordance with requirements prior to taking up post

 All other vetting and background checks on anyone working in any capacity are made in accordance with the requirements set out in Part 3 of KCSIE 16.

See appendix 6:   flowchart taken from KCSIE16 of DBS and barred list checks

20.2 For visitors who will be working directly with pupils, such as those who are delivering
an assembly, or talk to a class, we ensure that a meeting is held with a member of SLT prior to the visit to discuss the format and content of their delivery; we also ensure that a member of staff is present who can intervene where necessary.

20.3 Induction of staff

At AoM new staff, including temporary staff and volunteers receive induction which includes safeguarding training. For those staff joining throughout the year, they receive information about our school procedures for raising concerns about a child, and they are also required to undertake online basic awareness safeguarding training as soon as they start, or prior to taking up post if possible. They are also provided with the following policies for which they must sign:

 a copy of the school's employee handbook. *
 a copy of the school's Child Protection policy. *
 the Staff Code of Conduct. *
 a copy of the School's Acceptable Use policy (AUP)
 the identity of the DSLs and information about their role;
 a copy of Part 1 Keeping Children Safe in Education (September 2016) including a requirement to read Annex A*
 the Trust's Whistleblowing Policy. *

This information may be provided electronically but should be explained at induction*

21 ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

21.1 Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

It is important that all professionals have the confidence to come forward to speak or act if they are unhappy with anything and that they will be supported by the school to do this.

Whistleblowing occurs when a person raises a concern about dangerous, illegal activity or any wrong doing within the school e.g:

  □ potentially vital information about health and safety risks.
  □ possible fraud.
  □ harm of children or vulnerable adults.
  □ concerned or worried about someone's behaviour.

It is essential these issues are addressed immediately, so, 'blowing the whistle' as early as possible is important in order to prevent further harm being done.

21. 2 **If you have concerns about a colleague**

Concerns relate to allegations that a member of staff has:

  □ Behaved in a way that has harmed a pupil, or may have harmed a pupil.
  □ Possibly committed a criminal offence against or related to a pupil.
  □ Behaved towards a pupil in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.

It is a concern which should be raised if a member of staff has not adhered to safer working practice guidelines which are included in the Staff Code of Conduct *(see Safer Recruitment Consortium, Guidance to Safer Working Practices 2015)*

All concerns of poor practice or possible child abuse by colleagues must be reported immediately to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

21.3 If you have concerns about safeguarding practices within the school

All staff should feel they are able to raise concerns about poor or unsafe practice and potential failure in the safeguarding regime with the SLT, knowing they will be taken seriously. However if a staff member feels unable to do this or that their genuine concerns are not being addressed, they can contact:

The NSPCC whistleblowing helpline (0800028 0285) / email help@nspcc.org.uk

21.4 **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretation of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

The Headteacher should ensure that the individual staff member is supported and should aim to minimise the stress, which is natural when such allegations arise. The concerned staff member should be informed as soon as possible about the concern or allegation and given an explanation of the likely course of action.

The Headteacher should ensure they provide effective support for anyone facing an allegation and

provide the colleague with a named representative if they are suspended who will keep them updated of progress of the case.

Suspension is a neutral act; it is not mandatory, nor is it automatic, and should only be used if there is no alternative, or if by keeping the staff member in school could pose further risk of harm to a child.

It is essential that any allegation of abuse made against a member of staff is dealt with swiftly, fairly and consistently in a way that provides effective protection for the pupils and also supports the person against whom the allegation has been made.

It is important that the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

21.5 **The involvement of LADO**

Any safeguarding concern reported to the Headteacher about a colleague's behaviour should be discussed with the LADO by the Headteacher (or delegated to the DSL) prior to informing the member of staff about the allegation.

The Local Authority Designated Officer (LADO) for Ashton on Mersey is contacted by:

Telephoning MARAT 0161-912-5125 OR
Emailing : marat@trafford.gov.uk

The LADO should be informed of all allegations that come to the school's attention which appear to meet the criteria, (i.e. where a staff member or anyone in the school working with pupils may have acted inappropriately thereby placing a pupil at risk of harm, or who has actually harmed a pupil, and where safer working practices have been ignored as specified in the Staff Code of Conduct and Safer Working Practices Guidance 2015).   An initial discussion with LADO is necessary in order to consider the nature, content and context of the allegation and agree next steps such as police involvement. (*see TSCB procedures for further details*)

Should a decision with LADO lead to no further action being taken, the decision and justification should be recorded by both school and LADO and agreement upon how the matter should be dealt with by the school.

The Headteacher (or DSL if delegated this role) should inform the accused staff member as soon as possible after consulting LADO, unless a strategy discussion with other agencies is needed, in which case it will have to be agreed first what information can be disclosed to the accused staff member. *(see Working Together to Safeguard Children 2015)*

 The outcomes of investigations should fall under the following outcomes:

 Substantiated
 Malicious
 False
 Unsubstantiated

The full procedures for dealing with allegations against staff can be found in
Part 4: Keeping Children Safe in Education (April 2016).

22 AFTER SCHOOL AND OFF-SITE ARRANGEMENTS

22.1   Where after school activities are provided and managed by the school, our own Child
   Protection policy and procedures apply.

22.2   If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, we check that effective child protection arrangements are in place through completion of risk assessments as per the trips and visits procedures.

APPENDICES

Appendix 1: Role of Designated Safeguarding Lead

1.The **Designated Safeguarding Lead (DSL)**should manage referrals by

◻ referring all cases for suspected abuse to MARAT.
◻ Supporting staff who make referrals to children's social care.
◻ Referring cases to the Channel programme where there is a radicalisation concern as required;
◻ supporting staff who make referrals to the Channel programme;
◻ referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
◻ referring cases where a crime may have been committed to the Police as required.

2. The DSL is expected to **work with others** by:

◻ liaising with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
◻ as required, liaising with the "case manager" and the LADO, designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
◻ liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

3. The DSL should **receive training** at least every two years in order to:

◻ understand the assessment process for early help.
◻ know how the TSCB conducts a CP conference and CP review, being able to attend and contribute effectively when required to do so.
◻ ensure each staff member can access and understand the CP policy and procedures, especially new and part time staff.
◻ be alert to vulnerable children (children in need- s17, SEND and young carers)
◻ keep detailed, secure and accurate written records of concerns and referrals.
◻ develop a culture of listening to children, taking account of their views and feelings.
◻ the DSL should undertake Prevent awareness training.
◻ in addition to the formal training set out above, knowledge and skills should be refreshed as stated above.
◻ understand the assessment process for providing early help and intervention
◻ have a working knowledge of how TSCB conducts 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;
◻ ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
◻ are alert to the specific needs of children in need, those with special educational needs and young carers and work closely with the SENDCO.
◻ are able to keep detailed, accurate, secure written records of concerns and referrals;
◻ understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
◻ 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.

4. The DSL should **raise awareness** by:

◻ ensuring the school's child protection and safeguarding policies are known, understood and used appropriately;
◻ ensuring 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;
◻ ensuring 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 or college in this; and
◻ link with TSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Appendix 2: Staff Code of Conduct

At Ashton on Mersey the welfare of our pupils is paramount. We are equally committed to the protection and welfare of our staff. We need to ensure that pupils and staff are safe. We also have high expectations of our pupils and staff. The appraisal and safeguarding procedures ensure that these

standards are maintained. It is also important that staff adhere to the highest standards of professional behaviour.

Further guidance on expectations can also be found in the Child Protection and Safeguarding Policy, the Acceptable Use of ICT (staff) policy and the Dress Code Policy. All staff should also read the *'Guidance on Safer Working Practice for Adults who work with Children and Young People in Education Settings' document (March 2015) and Part 1 of the 'Keeping Children Safe in education' document (DfE April 2016).*

The achievement of positive outcomes for our pupils necessitates the need to ensure that all adults working with children are competent, confident and safe to do so. As such, all staff at AoM are expected to comply with the following Code of Conduct. Teaching staff are furthermore expected to conduct themselves within the guidance of the 'personal and professional conduct' section of the Teachers' Standards. Deviation from the aforementioned Codes of Conduct and practice may lead to disciplinary action being taken where appropriate. (Teachers' standards, GOV.UK – DfE, see pages 5 and 14)

Both teaching and support staff at AoM are expected to be role models for pupils and for this reason all staff need to be consistent. The following guidelines make clear the expectations at AoM and must be adhered to by all staff.

Attendance
It is expected that all staff aim for 100% attendance, including INSET days. In the case of illness staff should not consider absence lightly, but rather give careful consideration to the seriousness of their illness and whether it is at all possible to come into work.

Absence from work has a detrimental effect upon pupils' learning and can impact on the management of the school. Absence can also affect the outcome of appraisal.

All staff should follow the Staff Absence policy found in the handbook. In the case of compassionate leave, staff must always first seek permission from the Headteacher.
Holidays are to be taken as per the school's published term dates. Staff should not book flights or other transport arrangements on the last day of term or on a Friday which would then require leave of absence early from school, as permission is likely to be refused.

Punctuality
There are of course, exceptional occasions when lateness to work falls outside the member of staff's control, and at such times the staff member must inform the Headteacher or Deputy Headteacher by 7.30am or before school if the delay is after that time.

Staff need to be on time for changeover of lessons and all duties. Lateness can result in health and safety risks for pupils.

Staff must request in writing (using the LOA/ cover request form) for cover / leave of absence if they need to be absent or late for their duty. If granted, they should arrange a swap with another colleague.

Dress and appearance
All staff are expected to wear business dress and be professional for work including INSET days. As a rule of thumb, staff should dress for work as if they were attending an interview. All administration staff should wear the Dean Trust uniform. Please refer to the Trust's Dress Code in handbook.

How staff present themselves, their appearance, body language, actions and use of language sets an example to the pupils. We have high expectations of staff and for this reason request that staff, when in front of the pupils should not:

- chew gum.
- use mobile phones for personal use in class or on corridors (or in front of the children).
- expose tattoos or body piercings (except earrings).
- use inappropriate language in either oral or written form.

eat or drink in the corridors, and for health and safety reasons avoid carrying hot drinks around.

ID badges
Staff should ensure they wear their name badges with the DT lanyard at all times. The badges must be visible.

School policies, protocols and procedures
All policies, protocols and procedures should be observed by everyone. It is the responsibility of staff to familiarise themselves with these. Some policies will require staff to acknowledge they have read them. Copies may be found in the office and on the school website. Procedures and protocols will also be found in the staff handbook.

Duty of care
All staff have a duty of care to keep young people safe and to protect them from sexual, physical and emotional harm. Children have a right to be safe and to be treated with respect and dignity. Staff should understand their responsibilities and always act in the child's best interests. They should work and be seen to work in an open and transparent way. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intervention.

Equality
Professional standards should always be maintained when dealing with both staff and pupils regarding, culture, disability, gender, language, race, religion, sexual identity. You must treat all pupils and staff equally and with respect.

Planning and preparation
Teachers should ensure they are fully planned for their lessons according to the school's curriculum policy.
Part of planning and preparation is the marking of work, which all teachers should do in line with school written feedback policy.
Form Tutors should be well prepared for delivery of the Form Tutor Programme.

Keeping informed
Staff should ensure they are up to date with information and should check emails, SIMS information, pigeon holes, briefing notices and weekly bulletins to ensure they are up to date with the running of the school, and be aware of situations and events that will affect them.
Form Tutors must ensure that notices are read out to pupils.

Duties
All staff on duty must ensure they are on time at their designated point.
Duty staff should be actively checking pupils are safe and intervene early if they notice a potential unwanted situation arising e.g., argument or fight, or other dangerous behaviour.
Duty staff should not 'deal with pupils' before arriving at a duty point, but rather bring the pupil with them or arrange an alternative time to see them.

All staff should be a presence on corridors between lessons.

Participation
Like in all organisations, the more staff put in the more they get out and therefore being engaged fully in all activities is an essential part of school life.
In accordance with directed time staff are required to attend all relevant meetings and INSET including Parents' Evenings and Open Days. Staff are also expected to play their part in the wider life of the school.

Professionalism
Staff are expected to behave professionally at all times. This includes both in and out of school. There are now explicitly stated expectations of personal and professional conduct that make up Part 2 of the Teachers' Standards.

Staff are also expected to:

- ☐ maintain professional boundaries with pupils.
- ☐ use appropriate channels to raise concerns about pupils or other staff (see detail in Child Protection Policy).
- ☐ follow online safety guidelines (see Acceptable Use of ICT Policy - Staff)
- ☐ take responsibility for accessing help and support should it be needed.
- ☐ meet the requirements as specified by relevant examination bodies.
- ☐ avoid actions which undermine the school, staff, pupils or parents (this includes outside the workplace).
- ☐ follow the correct procedures for dealing with all matters relating to finance.
- ☐ follow the correct procedures for organising trips and visits.
- ☐ we strongly recommend that all staff become a member of a Professional Association.

Examiners
Staff who are examiners should not mark papers on the school premises.

Day to day dealings with pupils
In day-to-day dealings with pupils, all staff must be careful to avoid putting themselves at risk. The following are examples and are expanded on in *the Safer Working Practice Guidance 2015* found in the Staff Handbook:

Professional boundaries
Staff are in a position of trust and the relationship with students is not one of equals. Professional boundaries should be maintained at all times and power and trust should not be misused. The aim is to offer friendly care and not to imply a special friendship with any pupil.

Confidentiality
Staff are expected to treat any information they may receive about pupils in a discreet and confidential manner. Staff should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil. Individual pupils should never be discussed by staff in front of other pupils or other parents. Staff should make it clear to pupils that any disclosures implying threats to their welfare or safety, cannot be kept confidential, and may need to be discussed with an appropriate adult.

Gifts, rewards and favouritism
Staff should ensure that the motivation behind the giving of gifts/awards or rewards is clear to all pupils in order to avoid any misunderstandings of intent. You must not give pupils gifts personally. Any appropriate gifts should come from the school as an organisation. The giving of gifts or rewards to pupils should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. Staff must not accept gifts from pupils unless they are small token gifts appropriate to a celebration. Gifts of value must be declared to the Headteacher.

Power and positions of trust
Relationships between adult and pupil is not a relationship between equals. Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Infatuations
Occasionally, a pupil may develop an infatuation with a staff member who works with them. All staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. Should any pupil become infatuated with a member of staff, this must be reported to the Headteacher immediately. The maintenance of professional boundaries at all times should go some way to avoiding this situation however.

Behaviour management
All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Staff should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not

acceptable in any situation. Where pupils display difficult or challenging behaviour, staff must follow the Behaviour Policy.

General conduct
All staff are expected to carry out their duties within the spirit of mutual respect, co-operation and support. A teacher should not deliberately behave in such a way as to bring Ashton on Mersey or the Dean Trust as a whole, into disrepute.

Personal conduct
Staff are expected to behave in a manner both within and outside of working hours which would not lead any reasonable person to question their suitability to work with children or act as a role model. All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils.

Home visits
Staff are not permitted to visit the home of a pupil unless pre-arranged and the Headteacher and the Designated Safeguarding Lead are informed. The appointment must be logged in the pupil's records by the Designated Safeguarding Lead. No pupil should ever be invited into the home of a staff member.

Social contact with pupils
All social contact outside of school hours with pupils should be avoided. Home or mobile phone numbers; addresses or email addresses should not be exchanged. Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part of the same social circle. These contacts will be easily recognised and openly acknowledged. Nevertheless, there must be awareness on the part of those working with pupils that some social contacts can be misconstrued as being part of a grooming process.

Sexual contact
Sexual activity between an adult and a pupil with whom they work (including verbal comments, letters, emails, phone contact, and physical contact) may be regarded as a criminal offence and will always be a grave breach of trust and a matter for disciplinary action. *'Working Together to Safeguard Children' 2015,* defines sexual abuse as 'forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware.'

Physical contact with pupils
Physical contact should be avoided. Possible exceptions using professional judgement might be greetings or congratulations such as handshakes or the guiding of a pupil to where they need to be. There should never be any physical contact when pupils are getting changed or showering and respect and privacy must be shown to them at this time, except when necessary arrangements in place for pupils who require personal and intimate care.

In practical lessons, it may be necessary to demonstrate an action and staff must ask pupils if they are happy to touch them for this purpose for the least amount of time necessary.

First Aid
First Aid should only be administered by trained members of staff whose names are displayed in the staff room and in handbook.

One to one situations
Such situations should be conducted in an open and transparent fashion i.e. with the knowledge of, or with other staff nearby, and preferably with an open door, and certainly in line of the door's vision panel.

Transporting pupils
Staff should not travel alone with pupils unless in an emergency or where the pupil is at risk. If staff are expected to use their own vehicles for transporting students they should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded, seat belts are worn

and pupils sitting in the back seats. Conversation should be kept professional. Written parental permission, where possible, should be obtained and where this is not possible Verbal permission must be sought.

Curriculum
Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the teaching of reproduction/human growth under the science curriculum).

The use of personal living space
No pupil should be invited into the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and a member of SLT or the Headteacher.

Educational visits and after-school activities
The school procedures must be followed for conducting trips and visits. Organisers must conduct risk assessments and adhere to Health and Safety guidelines. Staff/pupil ratios should be considered and where overnight stays are involved, the gender mix should be carefully organised. No pupils of the opposite sex should be allowed to enter the bedroom area of another pupil. On residential trips staff must not smoke in the presence of children and staff must adhere to the 'use of alcohol' policy supplied to the party leader.

Communication with pupils (including the Use of Technology)
Staff must ensure that they establish safe and responsible online behaviours. All staff are asked to sign the Staff Acceptable Use ICT Policy. Communication between pupils and staff, by whatever method, should take place within clear and explicit professional boundaries. Staff should not share any personal information with a child or young person. Staff should ensure that all communications are transparent and open to scrutiny. Staff are not allowed to communicate with pupils on social network sites other than those approved by the school. No 'friending', 'linking', 'joining' or 'following' should take place until a child is over 18.

Photography and videos
Staff should be clear about the purpose of recording images and about what will happen to them once the activity is concluded. Informed written consent from parent/carers is sought and those pupils whose images cannot be used are recorded on SIMS.

Use of images and ICT
Staff must ensure that children are not exposed to any unsuitable material and that any films, You -tube clips or other materials shown to pupils are age appropriate. Staff must not access any inappropriate material for their own consumption. Staff are advised not to post their personal details or inappropriate materials on social networking sites. Accessing, making and storing indecent images of children is illegal and will lead to criminal investigation.

Use of mobile phones
Mobile phones should be switched off or silent at all times. Staff should only use their mobile phones for personal calls or messages during personal time in private away from the eyes of the students. Staff should never store parents' or pupils' telephone numbers on their mobile phone or contact them with their own phones. Staff will be issued with a school phone for use in case of emergency on school trips or off site activities.   Staff should not use their mobile phone or other mobile device as a camera or video /audio recorder to record sound or images of pupils.

Contact with the media
Only designated staff are entitled to communicate with the press, radio or television companies.

Whistle blowing
Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. *The Dean Trust has a clear and accessible Whistle Blowing Policy* that meets the

terms of the Public Interest Disclosure Act 1998. In accordance with the Trust's Whistle Blowing Policy, staff should report any behaviour by colleagues that raises concern to the Headteacher.

Private tutoring

This should not be carried out on the school premises. It is also recommended that staff who privately tutor pupils should inform the Headteacher of the names of any pupils who are on roll at the school in case there are any pertinent issues of which they need to be aware.

Appendix 3: AoM Early Help Offer

At AoM, we believe in identifying concerns about a pupil early on to avoid unnecessary escalation to more a serious safeguarding level.

Early help is an approach and not necessarily an action. It includes prevention education as well as intervention. We use a continuum of levels of need and response (in line with Trafford's Safeguarding Children's Board) which is a good guide to ensure we provide the right kind of response according to the needs of pupils and families:

Summary of TCSB Threshold Chart

Tier one is for those children whose needs are already met through universal services for families such as schools, GPs, health visitors, children centres, subsidised childcare and early education provision. These are services that are available to all and if delivery and support is right at this stage, the need for more targeted support should reduce.

Tier two is for those children whose health or development may be affected by events in their lives but are likely to be dealt with by way of a single agency, single need solution or by a wider early help response involving several agencies supporting the family via a team around the family approach.

Tier three provides services aimed at children in need which is defined as "those children who need additional local authority services to achieve or maintain a reasonable standard of health or development; or to prevent significant or further harm to health or development; or are disabled, but also that these children's needs are such that they might need a number of agencies involved in dealing with them." Referral to children's social care may be needed for families requiring a tier three response where concerns are more significant, and the Multi-Agency Referral and Assessment Service is available for consultation about such families or to receive a referral. *In Trafford early help services are defined as operating across tiers two and three.*

Tier four is for higher risk families, whose needs are often complex and require statutory or specialist services, for example child protection intervention, youth offending service intervention following an offence being committed, young people's drugs and alcohol services and specialist CAMHS for children with mental health disorders.
Trafford recognises the importance and need to work and integrate with partners across all four levels of provision

The **welfare of the pupil is paramount**. At AoM we place the welfare of all pupils as our priority. We want to enable pupils to enjoy and maximise the many opportunities we provide for a well-rounded, exciting and challenging education with us, where they can develop and thrive as young people and prepare for a successful adult life. When children's welfare suffers, for whatever reason, their chances of success and enjoyment of life are limited.

1. **Through the curriculum**. All pupils receive PSHCE lessons regularly, where they learn about personal welfare, physical health, well-being and citizenship. The PSHCE curriculum is supported by weekly whole school themes which are explored in assemblies and in form time with Form Tutors as part of their weekly Form programme. All subjects include aspects of safeguarding and PSHCE in the curriculum, to endorse and reflect the learning in PSHCE lessons.

2. **Trained staff.** All our staff receive regular and up to date training on safeguarding issues e.g. forms of abuse, online safety, child sexual exploitation, female genital mutilation, radicalisation and extremism, and more.

3. Staff responsibility. All our staff are responsible for promoting the welfare of pupils, identifying and acting on concerns they may have about their welfare, and will never ignore a concern, no matter how seemingly small it may appear.

We record any concerns we may have about a pupil and our records are stored securely and are confidential.

4. Staff involvement. Form Tutors are the first and daily regular contact for a pupil and we expect that good relationships are built between Form Tutor and pupils. Pupil Support Managers support individual pupils if the Form Tutor raises a concern, and the Head of Year manages and leads the Year group to ensure that pupils' needs are met, and potential can be fulfilled through excellent attendance and punctuality, behaviour and achievement. The Safeguarding Team ensures that the right support is in place for pupils and they meet regularly with the Heads of Year to ensure good communication within school, and to decide together on how best the needs of pupils can be met.

Our SEND team provides support for pupils and parents as required. E.g.They may visit a primary school and meet with parents prior to transition to us. Our Designated Looked After Children Teacher (SENDCO) will meet regularly with social worker, pupil and carer to discuss welfare through means of a Personal Education Plan (PEP) however, all staff take an active role in supporting pupils. Key staff meet regularly to co-ordinate communication and support about pupils.

5. Range of professionals. Sometimes pupils benefit from some extra support from someone who is expert in a particular area. Currently at AoM we provide regular support for some pupils from our Education Consultant (emotional, behavioural), our Educational Psychologist, Speech and Language Therapist, school nurse. **Visiting speakers, workshops and enrichment.** We are

constantly developing our human resource 'bank' of outside agencies and support services. We regularly invite people in to speak to and work with pupils on a range of welfare topics. We provide a wide range of opportunities for pupils to participate in activities and trips which develop their confidence, raise aspiration and motivation and give them new experiences.

6. Pupil leadership and voice. We encourage pupils to empower themselves and each other by taking on leadership responsibilities which involve supporting other pupils and improving the school. We allow opportunity for pupils to share their views and experiences and have their say, so we can learn about their needs and wishes and how we can make the school a better place for them. We encourage pupils who are vulnerable to speak to their peers as a source of help and advice. Pupils in leadership roles receive training from staff.

7. Useful information and sources of help. We provide pupils with a range of resources and websites relating to welfare and safeguarding topics such as online safety, anti-bullying, grooming, abuse of any kind. We have leaflets in our library, a 'concern' box and a text messaging service that pupils can use 24 hrs a day to contact school. Direct support from any staff of course is available throughout the school day.

8. Meetings with parents. We believe that building positive relationships and working with parents is crucial to ensuring the health and well-being of pupils. We are always available to meet with parents. Sometimes key pastoral staff make prearranged home visits if it is not possible for parents to come into school. We may suggest single agency support e.g. bereavement service, family support service, counselling.

9. Early Help Assessment. Sometimes a single agency is unable to meet the needs of a pupil, and at this point we would contact our Early Help Hub in Trafford to request further support. With the parent's consent we would complete an EHA with them via a 'Team Around the Family Meeting' which would determine whether the pupil's needs could be met by multi-agency support. A lead professional would be appointed to be the key worker for the pupil and family If needs become much more acute after an EHA plan has been put in place, a specialist or statutory assessment may need to be put in place, and it is likely that a social worker will be assigned.

Referral to Children's Social Care. If we have concerns that a pupil may be at risk of harm or has

been harmed, we will make a referral immediately to Children's Social Care, or ring 999 in case of an emergency.

Appendix 5: KCSIE 16 Actions Flowchart

Actions where there are concerns about a child

			School/college action
			Other agency action

Staff have concerns about child (1)

Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally

Referral made if concerns escalate

Designated safeguarding lead or staff makes referral to children's social care (and calls police if appropriate)

Within 1 working day, social worker makes decision about type of response required

Child in need of immediate protection: referrer informed

Section 47 (3) enquiries appropriate: referrer informed

Section 17 (3) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (4)

Identify child at risk of significant harm: possible child protection plan (3)

Identify if child in need and offer appropriate support

School/college considers early help assessment (2) accessing universal services and other support

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

Appendix 6: DBS Flowchart

New Staff
eg. teacher; support staff in regulated activity
→ Is the person transferring from a similar position without a break in service of more than three months?

- **Yes** → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained
- **No** → An enhanced DBS certificate (with barred list check) must be obtained

New volunteer
eg. parent or author
→ Is the activity * carried out for the purposes of the school and does it give the opportunity for contact with children?

- **Yes** → Supervised?
  - **Yes** → This is not regulated activity. There is no legal requirement to obtain a DBS certificate but an enhanced DBS certificate may be obtained
  - **No** → This is regulated activity. An enhanced DBS certificate with barred list check must be obtained
- **No** → The person is not in regulated activity, but an enhanced DBS check may be obtained

Contractor's staff
eg. builder or driver
→ Is the activity * carried out under a contract for the purposes of the school and does it give the opportunity for contact with children?

- **Yes** → An enhanced DBS certificate (with barred list check) must be obtained
- **No** → No DBS check is required and no legal entitlement exists to obtain a check

Trainee teachers (student teachers)
→ Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained

Supply teachers and other temporary staff supplied by an agency
→ The agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks

* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'