

Bowdon Church School Safeguarding and Child Protection Policy 2025-26

'I have come that they might have life and have it in abundance'

John 10:10

'Loving, learning and growing together'

Version Control

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Foreword by Sam Halliwell - Headteacher

At Bowdon Church School our commitment to safeguarding the welfare of pupils is given the highest priority. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. As a school, governing body and staff we have worked to develop and maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse are recognised, thus the opportunity for those wishing to cause harm to children is drastically reduced. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We believe that Bowdon Church School should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional, spiritual and moral development. With this in mind we will always act in the best interest of a child.

Definition of Safeguarding

In line with Keeping Children Safe in Education 2025, we define safeguarding as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The term "children" includes everyone under the age of 18.

Purpose and Principles

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Bowdon Church School (hereinafter referred to as 'the school') have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

2. This policy:

- i. Has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance including the statutory guidance Working Together to Safeguard Children, and departmental advice What to do if you're worried a child is being abused: advice for practitioners.
- ii. Applies at all times when the school is providing services or activities directly under the management of the school staff.
- iii. Is publicly available on the schools website, and a printed copy can be made available via the school office.
- iv. Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements. Further details can be found at [Trafford Strategic Safeguarding Partnership](#)

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

- i. Behaviour & Relationship Policy
- ii. Staff Code of Conduct & Low Level Concerns Policy
- iii. IT/Online Safety Policy (including mobile and smart technology)
- iv. Whistle blowing Policy
- v. Children missing/absent from Education Policy
- vi. Managing Allegations Policy
- vii. Information Sharing/Management Policy
- viii. Anti-bullying policy

Key Information

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

Role	Name / Contact Details
Chair of Governing Body	Name: Mrs Amy Unwin Contact Telephone: 01619288907 Contact Email: aunwin@bowdoncs.org
Nominated Governor for Safeguarding	Name: Mr Jake Waddington Contact Telephone: 07471045363 Contact Email: jwaddington@bowdoncs.org
Headteacher/ Designated Safeguarding Lead (DSL)	Name: Sam Halliwell Contact Telephone: 0161 928 8907 Contact Email: head@bowdoncs.org
Designated Safeguarding Lead (DSL)	Name: Zoe Power/Sam Halliwell Contact Telephone: 0161 928 8907 Contact Email: zpower@bowdoncs.org
Deputy Designated Safeguarding Leads (DDSL)	Name: Sue Moss, Helen Norbury, Sam Thompson, Dylan McCarthy Contact Telephone: 0161 928 8907 Contact Email: smoss@bowdoncs.org , hnorbury@bowdoncs.org , sthompson@bowdoncs.org , dmccarthy@bowdoncs.org

Designated Teacher for LAC (Looked after children) and PLAC (Previously looked after children)	Name: Zoe Power Contact Telephone: 0161 928 8907 Contact Email: zpower@bowdoncs.org
Senior Mental Health Lead:	Name: Zoe Power Contact Telephone: 0161 928 8907 Contact Email: zpower@bowdoncs.org
Trafford Children's First Response (Children's Social Care "front door" service)	Trafford Children's First Response 0161 912 5125
Trafford LADO (Local Authority Designated Officer)	Allegations against adults who work with children
Trafford Virtual School (Looked after previously looked after children)	Trafford Virtual School

Creating a Safeguarding Culture in School

It is important to us at BCS that all children feel safe and supported in our setting. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.

All staff are aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff are encouraged to exercise professional curiosity and understand what to look for in the early identification of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff are aware that abuse, neglect and safeguarding issues such as exploitation are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.

In all cases, if staff are unsure, they should always speak to the Designated Safeguarding Lead or a deputy.

Definitions of terms can be found in the glossary of this document. Information and learning relating to safeguarding topics is made available in school and staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe. Examples include:

- Regular teaching about e-safety in each year group
- Safety and wellbeing teaching in PHSE and Relationship lessons/NSPCC PANTS
- Teaching during secondary transition about 'Sexting', criminal responsibility and keeping safe
- Teaching about which kinds of contact are usual and which could be suspicious
- Teaching about when and where to seek help
- Teaching about inappropriate computer games

Roles and Responsibilities

Designated Safeguarding Lead (and deputies):

The DSL will take lead responsibility for safeguarding with the support of the Deputy DSLs.

Be available during term time for staff to discuss any safeguarding concerns.

Lead on referrals to local authority children's social care (Trafford First Response), the Channel Programme or Prevent programme where there is a radicalisation concern, the DBS where relevant in relation to allegations of abuse made against staff, and where a crime has been committed to the Police as required with reference to the guidance NPCC- When to call the police. If a child is in immediate danger, contact will be made with the police via 999.

Where necessary the DSL or another identified person, will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school. When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Strengths and Needs for (Previously known as an Early Help Assessment) to ensure this is formalised in a consistent way for all agencies involved at that point. We will utilise our internal support network of Safeguarding and Pastoral Teams and document the Early Help provided on our own internal systems - CPOMS. When appropriate and with parental consent, we will refer to Trafford Teams Together for further support.

Co-ordinate the schools representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their schools contribution and commitment to any plans, team around the family and core groups or other assessment.

These meeting include:

- i. Team around the Family Meetings (Early Help)
- ii. Strategy Discussions
- iii. Child in Need Meetings and Core Groups
- iv. Initial Child Protection Conferences
- v. Review Child Protection Conferences
- vi. Multiagency Risk Assessment Conferences (MARAC)
- vii. Trafford Teams Together (TTT) Meetings
- viii Child Looked After Reviews and PEP meetings

Ensure the submission of written reports for relevant multi-agency meetings
(relevant meetings named above)

Act as a source of support, advice and expertise for all staff.

Act as a point of contact with the safeguarding partners and share information with them as required.

Liaise with the Headteacher to keep them informed of issues, especially police investigations and ongoing enquiries under section 47 of the Children Act 1989.

Liaise with the case manager as required and the LADO for child protection concerns in cases which concern a staff member.

Liaise with relevant staff in school, e.g., SENCO, Senior Mental Health Lead, attendance lead, online safety providers etc.

Promote engagement with parents and/or carers in safeguarding and promoting the welfare of children.

Promote educational outcomes by knowing the welfare, safeguarding and child protection issues of students and through identifying the impact these may have on attendance, engagement and achievement at school.

Work with staff to ensure that the school knows the cohort of children who have or have had a social worker, their academic progress and attainment and maintain high aspirations for this cohort and support staff to enable these students to meet their potential.

Ensure records are kept in line with good record-keeping practice as outlined in the latest Keeping Children Safe in Education.

Ensure CP files are transferred to new schools within 5 days, ensuring safe transit and confirmation of receipt.

Ensure that this policy and safeguarding procedures are accessible to all new and existing staff, that this is reviewed at least annually and is available publicly.

Liaise with local safeguarding partners to ensure that staff are aware of any training opportunities and the latest local policies.

Update training every two years covering the content outlined in KCSIE and ensure any Deputy DSLs also renew this training.

Update own knowledge and skills at least annually.

Work to understand the views of students and encourage a culture of listening to students.

Hold and share information in line with Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the guidance around information sharing in KCSIE.

Adopt a sensible reasonable force policy which outlines the procedures we follow

Governing body

Review and approve this policy at each review and hold the headteacher to account over its implementation.

Appoint a safeguarding governor to oversee safeguarding compliance and the effectiveness of this policy.

Read and understand Keeping Children Safe in Education, and review this guidance at least annually.

Engage with safeguarding training, including training at induction, that equips the governing body with the skills to provide strategic challenge in relation to safeguarding.

Be aware of the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) that places duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. In addition, adhere to the ICO guidance, which includes information about the obligations and how to comply with these.

Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

All staff

Receive appropriate safeguarding and child protection training including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

Receive safeguarding updates regularly through staff meetings and emails that provide the relevant skills and knowledge to safeguard children effectively.

Understand the local early help process and staff's role in relation to it and the circumstances students may be in who might benefit from this as listed in part 1 of KCSIE.¹

Understand the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the safeguarding team with collecting information for enquiries or multi-agency meetings.

Understand the process for making referrals locally.

Know what to do if a child tells them they are being abused, exploited, or neglected and to maintain an appropriate level of confidentiality.

¹ E.g., has special educational needs (whether or not they have a statutory Education, Health and Care plan), has a mental health need, is a young carer, is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines, is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit, is at risk of modern slavery, trafficking, sexual and/or criminal exploitation, is at risk of being radicalised or exploited, has a parent or carer in custody, or is affected by parental offending, is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, is misusing alcohol and other drugs themselves, is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage, is a privately fostered child.

Know not to promise a child that they will not tell anyone about a report of any form of abuse.

Reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.

Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.

Know the indicators of abuse and neglect and exercise professional curiosity and that such issues are rarely standalone ones.

Be aware of extra-familial and/ or contextual risks which occur outside of the families e.g., sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation.

Be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online.

Know how to report concerns about safeguarding practices within the school via whistleblowing procedures or other means.

Know how to report concerns if staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children through the following process:

- Headteacher
- Concerns about the Headteacher to the chair of governors, chair of the management committee or proprietor of an independent school, and
- The ability to report directly to the LADO where there is a conflict of interest.

Read and understand part 1, and Annex B of Keeping Children in Education, and review this guidance at least annually.

Attend and engage with induction training, including reading and understanding our:

- Child protection policy
- Behaviour policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- The staff behaviour policy/code of conduct
- Safeguarding response to children who go missing from education

Responding to and Recording Concerns

When staff or visitors to the school have a safeguarding concern, they should promptly contact the DSL, or if unavailable a Deputy DSL via CPOMs and if urgent, verbally.

All staff should know what to do if a child tells them they are being abuse, exploited, or neglected and to maintain an appropriate level of confidentiality. All staff should know to act upon concerns about a child's welfare immediately.

All staff should be aware of the following when responding to concerns:

- All staff should know not to promise a child that they will not tell anyone about a report of any form of abuse.
- All staff should be able to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.

If a member of staff is concerned by verbal conversations, disclosures, or signs of abuse or neglect these should immediately be recorded in writing via CPOMS, alerting the safeguarding team. If the member of staff is unsure, they should always speak to the DSL or a deputy regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- Further pastoral support in school
- Referral for additional family support
- Referral to children's social care

If the DSL and deputies are not available, a staff member should not delay and should consider speaking to another member of SLT or contact local children's social care for advice or to make a referral. Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the Designated Safeguarding Lead as soon as practically possible thereafter. All relevant contact details for Children's Social Care are shared with staff in their induction and in Appendix 1 of this policy.

Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school-led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time. After school and during school holidays if a DSL or DDSL is not on site, one is designated to be on call and will be contactable by telephone or in non-urgent cases, by email. Outside providers of holiday sports clubs are required to undertake the Trafford DSL training or that associated with their sporting body and they will liaise with a school DSL or DDSL when necessary. Anyone undertaking a private let of school premises or sports facilities is required to have their own safeguarding arrangements.

Parents should be aware that referrals can be made where there is suspected abuse or neglect by the school and that our concerns regarding a student will be shared. The school will always seek to share these concerns and the referral with parents first, unless to do so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to.

Reporting and recording concerns

Staff will provide first-hand a summary of their concern or detail of a disclosure they have received. They will use professional language and try to capture the incident as it took place or as it was described to them. They will report all concerns in a timely fashion via CPOMS and where urgent in person, verbally. All members of staff are able to access CPOMS in order to do so. Volunteers or peripatetic staff should work with school staff to ensure accuracy, where applicable. The safeguarding team will ensure that any action taken, or outcome is accurately recorded in line with good record-keeping guidance which should follow:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.
- The rationale for the action taken including where a decision to refer, or not, to external agencies has been made.

Students can confidently report concerns knowing that these concerns will be treated seriously, and that they can express their views and give feedback too.

Information sharing

We recognise the importance of information sharing between practitioners and local agencies. We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The school is also part of Operation Encompass, a national initiative that ensures the police share information with the DSL about any domestic abuse incidents where a child has been present. This allows the DSL to provide timely support to the child by the start of the next school day.

Our safeguarding records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved by school
- A note of any action taken, decisions reached and the outcome

We have due regard to the relevant data protection principles, understanding that

the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. At BCS we understand that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

In line with our mandatory duty, school will notify the local authority if we become aware of any private fostering, to allow the local authority to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

Online Safety

We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. Online harms can include exposure to misinformation, disinformation and conspiracy theories, which may contribute to safeguarding risks such as radicalisation, exploitation or emotional harm. Schools should be alert to these risks when educating pupils about online safety and when assessing emerging safeguarding concerns. To address this, our school strives to:

- Have clear procedures in place to ensure the online safety of all staff and students
- Educate the school community in the safe and responsible use of online technology
- Set clear expectations for the use of online technology, including mobile phones

Our approach to online safety is framed by four main areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To address the risks above, as a school we will:

- Teach students about online safety through computing and PSHE lessons and other relevant subjects
- Inform parents about what their child is being asked to do online by the school
- Train all staff on online safety, including filtering and monitoring
- Train all staff in online safety, including at induction

We have clear guidance for our school community on acceptable use of technology and the use of mobile phones and smart technology and our behaviour policy and staff code of conduct aligns with this.

Filtering and Monitoring

We use the DfE's 'Plan technology for your school' service to assess our filtering and monitoring arrangements and to inform our personalised approach to meeting the standards.

School uses Smoothwall and Senso as our filtering and monitoring systems. This covers our school network and devices.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place. The DSL and deputies with support from our IT support provider monitor the effectiveness of this system..

The school takes care to not 'over block; content so that there are not unreasonable restrictions on what students can be taught regarding online safety.

The processes we have in place have been informed by our risk assessment as required by the Prevent Duty.

The DfE has published filtering and monitoring standards which set out that schools should:

Identify and assign roles and responsibilities to manage filtering and monitoring systems

Review filtering and monitoring provision at least annually

Block harmful and inappropriate content without unreasonably impacting on teaching and learning

Have effective monitoring strategies in place that meet their safeguarding needs

When the filtering and monitoring system detects concerning usage, we will record this and take appropriate action, including a referral to children's social care when necessary.

We also refer to the DfE's guidance on the use of generative AI in education (2025) to support our approach to online safety, digital literacy and filtering/monitoring practices.

Whistleblowing

At School, we recognise that adults working in a school may cause harm, including agency staff, visitors, and governors. Any concerns about a member of staff posing a risk of harm to children should immediately be referred to the Headteacher. These concerns could include where anyone working in the school has:

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

Where there are concerns about the headteacher, these should be referred to our Chair of Governors.

Any member of staff or volunteer with concerns about poor or unsafe practice and potential failures in our school's safeguarding regime should contact: Amy Unwin, Chair of Governors see contact details above and in the appendix.

The NSPCC whistleblowing helpline can also be contacted via telephone (0800 028 0285) or email (help@nspcc.org.uk).

Children potentially at greater risk of harm

Children with social workers or who have had a social worker

At BCS we recognise that children with social workers may potentially be at greater risk of harm and need further support. Children may need this support due to abuse, neglect, exploitation or complex family circumstances. Our staff are aware that these students may face additional barriers to their attendance, learning or behaviour. We take these needs into account and liaise regularly with the relevant social worker to put appropriate support in place. Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at their school has updated contact details.

Children with low attendance

We also recognise that low or erratic attendance and Children Missing Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school or

college, particularly repeatedly and/ or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

We know that early intervention is essential to help prevent the risks of a child going missing in the future. Our attendance team tracks attendance thoroughly, addressing concerns without delay and liaising with our Attendance Lead and DSL where needed.

We ensure that pupils who are expected to attend the school, but fail to take up the place or cannot be located, are referred to the local authority in line with local procedures and statutory guidance such as Children Missing Education (DfE, 2024). The DSL will be aware of any students who may be considered CME and will work with the Attendance Lead to ensure any safeguarding concerns are reviewed, the advice of external agencies is sought, and local procedures are followed. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, the school will make a return to the local authority when a pupil's name is deleted from the admission register.

We also strongly encourage parents to supply us with two emergency contacts for their child, updating their contact details without delay if they are changed and share our procedures for how to notify the school of an absence with all parents. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Private fostering

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

Sexuality

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, or bisexual can be just as vulnerable. As a school, we recognise the importance of supporting pupils who may be questioning their gender identity. We take a cautious approach that considers the individual needs of each child, working in partnership with parents (other than in exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child). We also consider any available clinical advice and seek to address wider vulnerabilities. We endeavour to reduce the additional barriers faced by pupils in this group and to create a culture where all pupils feel able to speak out and share their concerns with members of staff. The DfE is expected to publish revised guidance on gender questioning children during the summer of 2025. Once this guidance is published, we will review and reflect any relevant updates in our safeguarding policy.

Children with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding barriers when recognising abuse and neglect for reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

- Cognitive understanding- being able to understand the different between fact and fiction in online content and then repeating the content/ behaviours in schools or colleges or the consequences of doing so.

Children attending Alternative Provision (AP)

When placing pupils in Alternative Provision (AP), we remain responsible for their safety and wellbeing. We undertake robust quality assurance to ensure that the AP provider has appropriate safeguarding arrangements in place. We maintain ongoing contact with the provider, monitor attendance, and remain alert to any emerging concerns. These responsibilities apply regardless of the number of hours a pupil attends the AP setting.

Other specific safeguarding issues

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - NSPCC website. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

All cases of known or suspected, so called 'Honour-based' Abuse will be reported via the schools' normal channels and the appropriate professional advice sought and external referrals completed.

The Prevent Duty

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

To ensure compliance with the Prevent Duty, the school:

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

Site Safety

All staff members have a responsibility to ensure the buildings and school site are secure and to report any concerns that may occur.

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance by our staff.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site and advice being sought from our local safeguarding partners.

Controlling access to school premises

Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.

A school can either:

- i. bar them temporally, until the individual has had the opportunity to formally present their side; or
- ii. tell them they intend to bar them and invite them to present their side by a set deadline.

After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.

The Department for Education (DfE) does not get involved in individual cases.

We don't knowingly allow any person on to school grounds who:

- i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
- ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

Child-on-child Abuse

In line with our strong commitment to safeguarding, at BCS, we believe that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.

Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour Policy.

This child-on-child abuse can include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting which is a criminal offence
- Initiation-type violence and rituals

All the above are examples of abuse and should never be tolerated or passed off as “banter,” “just having a laugh”, “boys will be boys” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. Children are specifically told that they can report any child-on-child abuse by alerting trusted adult.

The Department for Education (DfE) is expected to publish revised statutory guidance on Relationships, Sex and Health Education (RSHE) during the summer of 2025. Once this is published, we will review the guidance and update our curriculum and safeguarding policy accordingly.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child’s wishes into account and may include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children’s social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and our other pupils. All allegations of child-on-child abuse will be recorded in our safeguarding files.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

We record these incidents in line with our normal record-keeping process. Staff must record their concern or the disclosure using CPOMS and where urgent, verbally to a DSL or Deputy DSL.

Domestic Abuse

The school recognises children as victims of Domestic Abuse following the recognition in the Domestic Abuse Act 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.

Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford’s Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Schools are encouraged to attend MARAC for the cases which are known to them and share relevant information to multi-agency partners.

Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member using a DASH Risk Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate.

Trafford schools also have access to specialist Domestic Abuse training through Trafford Domestic Abuse Service (TDAS). Schools are expected to attend and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.

Staff Learning and Development

Learning about safeguarding is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of 'it could happen here' regarding safeguarding and when concerned about the welfare of a child, staff always act in the best interests of the child.

All new staff to the school have a comprehensive induction, this includes reading and understanding:

- i. Information sharing: advice for practitioners who are providing safeguarding services
- ii. Part one and Annex A of 'Keeping children safe in education 2025
- iii. School Behaviour Policy
- iv. School Policy for Children Missing/Absent from Education
- v. Staff Behaviour Policy
- vi. This Safeguarding & Child Protection Policy
- vii. 'What to do if you're worried a child is being abused' guidance
- viii. The role of the Designated Safeguarding Lead
- ix. Trafford's Early Help process

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

- i. Designated Safeguarding Lead
- ii. Senior Mental Health Lead
- iii. Designated Teacher for Looked After Children
- iv. Specific topics related to safeguarding eg. domestic abuse

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

Training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place.

Safeguarding is always re-visited at least on an annual basis in whole school staff training, as well as continuous updates and brief training throughout the year, alongside performance management sessions, to ensure staff are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

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

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

Safer Recruitment

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

Checks undertaken include:

Enhanced Disclosure and Barring Service (DBS) Check Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references Verify candidates physical and mental fitness for their responsibilities
Identity confirmation Confirmation of right to work in the UK, including EU nationals
Qualification check Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate) Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)

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

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

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

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

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

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

Managing Allegations against Professionals who Work with Children

All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.

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

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

This applies to any child the member of staff has contact with in their personal or professional life. 4. All staff are reminded of the schools Whistleblowing Policy, which may be found G-Drive in the 'Essential Documents' folder.

The NSPCC whistleblowing details are in Appendix 1.

Allegations regarding members of staff at the school must be reported immediately to the headteacher, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.

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

Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 1.

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

Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- i. engaged in relevant conduct in relation to children and/or adults,
- ii. satisfied the harm test in relation to children and/or vulnerable adults; or
- iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.

Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Glossary

Term	Meaning
A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> ● repeated ● intended to hurt someone either physically or emotionally ● often aimed at certain groups, for example because of race, religion, gender or sexual orientation

<p>Child abuse linked to faith or belief (CALFB)</p>	<p>Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:</p> <ul style="list-style-type: none"> • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. <p>This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.</p>
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<p>Child on Child Abuse</p>	<p>Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to):</p> <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’) • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery) • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
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Term	Meaning
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

<p>Child sexual exploitation</p>	<p>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.</p>
<p>Children with Special Educational Needs and/or disabilities</p> <p>Contextual Safeguarding</p>	<p>SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p> <p>Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.</p>
<p>County Lines</p>	<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.</p>
<p>Criminal Exploitation</p>	<p>Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.</p>
<p>Domestic Abuse</p>	<p>1. Domestic abuse, or domestic violence, is defined across Government as "any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality.</p> <p>2. This can encompass, but is not limited to, the following types of abuse:</p> <ul style="list-style-type: none"> ● Psychological ● Physical ● Sexual ● Financial ● Emotional ● Harassment and Stalking ● Controlling behaviour

	<ul style="list-style-type: none"> • Coercive control <p>1. Controlling behaviour is: a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of them of the means needed for independence, resistance and escape and regulating their everyday behaviour.</p> <p>2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group</p>
Early Help	Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p> <p>An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).</p>

Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> ● disability ● race ● religion ● transgender identity ● sexual orientation.
Honour-based violence	<p>Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>
<p>Consensual and non-consensual sharing of nude/semi-nude images</p>	<p>Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal.</p> <p>A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph.</p> <p>This can include: ● photos</p> <ul style="list-style-type: none"> ● videos ● tracings and derivatives of a photograph ● data that can be converted into a photograph ● ‘indecent’ is not defined in legislation but can include penetrative and non-penetrative sexual activity ● ‘making’ can include opening, accessing, downloading and storing online content ● ‘sharing’ includes sending on an email, offering on a file sharing platform, uploading to a site that other people have access to, and possessing with a view to distribute
Incel	<p>Incel is a shortened version of involuntary celibate (Hall, 2019), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term manosphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include: ● Emotional state (fearful, withdrawn, low self-esteem)</p> <ul style="list-style-type: none"> • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	<p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal</p>

	of organs.
Neglect	<p>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Operation Encompass	<p>Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.</p>
Physical Abuse	<p>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.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p>
Relationship Abuse	<p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p> <p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>

<p>Safeguarding And promoting the welfare of children</p>	<ul style="list-style-type: none"> ● protecting children from maltreatment; ● preventing impairment of children’s health or development; ● ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and ● taking action to enable all children to have the best outcomes.
<p>Serious Violence</p>	<p>The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs.</p> <ul style="list-style-type: none"> ● Peer group A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. ● Street gang “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group’s identity.” ● Organised criminal gangs “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their ‘occupation.’” <p>It’s not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p>
<p>Sexual Abuse</p>	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it.</p>
<p>Sexual harassment between children</p>	<p>When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003⁵. Sexual violence offences include: rape, assault by penetration and sexual assault.</p>

Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
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Appendix 1: Contact details for further support

<p>Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk</p>
<p>Local Authority Designated Officer (LADO) LADO@trafford.gov.uk</p>
<p>Social Care Out of Hours Emergency Duty Team 0161 912 2020 Emergency - 999 Police</p>
<p>NSPCC Whistleblowing Helpline 0161 856 6362</p>
<p>Greater Manchester Police Prevent programme Prevent Greater Manchester Police</p>
<p>Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP.learning@trafford.gov.uk TSSP@trafford.gov.uk</p>

