



# **Child Protection Policy with Safeguarding Procedures (CHSCC)**

*Principles, processes and practice to secure pupils' safety  
and well-being*

Written by Gayle Myers and Martin Hanbury	Jan 6 <sup>th</sup> 2022
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To be reviewed and updated - Kathryn Connor	5 <sup>th</sup> September 2025

## Reporting Concerns

### Supply Staff or New Staff Reporting Safeguarding and Child Protection Concerns

I have a concern about a pupil



Speak to the DSL or DDSL immediately



Different sites Tel: 2667 or 1404 and ask reception to  
locate the DSL or DDSL



DSL/DDSL will advise on next actions and will ask you to  
record on CPOMS

## Examples

These examples are not exhaustive but are intended to guide staff in making decisions.

### SAFEGUARDING

*The pupil's well-being is affected*

- The pupil may be untidy or unclean
- The pupil may seem tired or lethargic
- The pupil may report that they feel hungry
- The pupil may report concerning activities such as viewing inappropriate materials, being left alone or with young siblings, the presence of strangers in the home
- The pupil may be acting out of character
- The pupil's behaviour may have altered significantly
- The passenger assistant may report a concerning situation

### PROTECTION

*There is a threat of harm to the pupil*

- The pupil may report that they have been harmed
- The pupil may report harmful activities such as witnessing violence, viewing illegal materials, substance abuse
- The pupil may report the presence of people known to be a threat
- The pupil may have unexplained marks, bruises or scars
- The passenger assistant may report a potentially harmful situation

IMMEDIATELY inform a member of the School Safeguarding Team DIRECTLY and IN PERSON

Do not delay

Do not discuss with another person

Do not explore the concern yourself

The member of the School Safeguarding Team will instruct you on what to do next and this must be completed within the timeframe set by that person

## Key Personnel

The **Designated Safeguarding Lead** at Chatsworth High School and Community College is:

Kathryn Connor

The **Deputy Designated Safeguarding Leads** at Chatsworth High School and Community College are:

Adele Essue

Louise Crane

Andrew Taylor

The **Safeguarding Team** at Chatsworth High School and Community College are:

Kathryn Connor

Adele Essue

Louise Crane

Andrew Taylor

Fran Wood

The **Safeguarding supporter** at Chatsworth High School and Community College is:

Gayle Myers

## Contacts

**Chief Executive Officer:** Paul Eckley

**Headteacher:** Andrew Taylor

**Chair of Trustees:** Cole Andrew

**Chair of Governors:** Jamie Clouting

**Named Trustee for Safeguarding, Child Protection and PREVENT:** Cole Andrew

**Named Governor for Safeguarding, Child Protection and PREVENT:** Gina Reynolds

**Named PREVENT lead:** Kathryn Connor

**Named Governor for CFC:** Amanda Downing

## Key Agencies

**The Bridge Partnership** for child protection referrals – tel: 0161 603 4500 or use the web address:

<https://www.salford.gov.uk/children-and-families/safeguarding-children/worried-about-a-child/>

**GMP Public Protection Investigation Unit (PPIU)** – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or email [parklane.ppiu@gmp.police.uk](mailto:parklane.ppiu@gmp.police.uk)

**Local Authority Designated Officer (LADO)** Managing allegations against an employee

(or volunteer) tel: 0161 603 4350 / 4445 or complete r

<https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

## Vision

Creating the right life opportunities for every pupil, student and learner through the best quality specialist education and care.

## Mission

1. Celebrate each pupil, student and learner as a unique individual.
2. Identify each individual's aspirations and ensure that they are able to achieve these.
3. Create high quality learning environments that are nurturing, vibrant, innovative, caring and happy.
4. Provide the best evidence-based approach to teaching and curriculum development.
5. Develop expert staff through bespoke continuous professional development.
6. Engage with the wider community to enable each pupil, student and learner to be fully included.

## **Introduction**

We live in a time when the protection of children and young people is a prime concern within our society. Those agencies who work with children and young people have a moral and a statutory obligation to take every conceivable measure to safeguard and protect the children and young people they are responsible for. Within our school community we believe that safeguarding and protecting children and young people is paramount.

***At Chatsworth High School and Community College we are committed to the safeguarding and protection of our pupils and this commitment informs all our policies, procedure and practices.***

At Chatsworth High School and Community College, safeguarding children and young people is a particularly pertinent and profoundly complex matter. Our pupil population represent some of the most vulnerable members of our community and the manner in which we care for and protect the most vulnerable individuals in our society is the measure by which we should judge the quality of that society. However, it is estimated that approximately 31% of people with disability experience some form of abuse during their lives. This is wholly unacceptable and it is the duty of all professionals and practitioners working with people with a disability to eradicate this disgraceful indictment of our society.

**At Chatsworth High School and Community College the safeguarding of all children and young people is everyone's responsibility.**

This policy applies to all adults, including permanent and temporary staff, volunteers and Governors. The policy has been developed in accordance with the principles established by the Children Acts of 1989 and 2004; the Education Act 2002; Independent School (Standards) Regulations 2014; Charity Commission safeguarding guidance 2019 and in line with government publications '**Working**

**Together to Safeguard Children'** (2023), the revised safeguarding statutory guidance '**Framework for the Assessment of Children in Need, and their Families'** (2000), '**Information sharing advice for safeguarding practitioners'** (2018), '**What to do if You are Worried a Child**

is **Being Abused**' (2015) and The Prevent Duty (2023). The guidance reflects, '**Keeping Children Safe in Education**' (2024).

The Governing Body takes seriously its responsibility under the Independent Schools (Standards) Regulations 2014 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

### Ethos

**At Chatsworth High School and Community College, we believe that all children and young people should be protected by those with responsibility for their well-being. We have adopted the Salford Standards for Listening and strive to establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.**

**<https://safeguardingchildren.salford.gov.uk/professionals/salford-standards-for-listening-to-families/>**

We understand our role in safeguarding our vulnerable school population as a crucial element of our work. We believe that the well-being of our pupils is of paramount importance at all times and this policy is guided by this fundamental principle.

Our school fully recognises its obligation to safeguarding and protecting pupils and is committed to three key elements of safeguarding namely

- **Prevention:** via a positive school atmosphere, teaching and pastoral support to pupils, including on-line safety and the RSE Curriculum
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- **Protection:** by adhering to agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
- **Support:** for pupils and school staff and to children who may have been abused

## Definitions 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. 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 another child or children.*

**Physical Abuse** - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or young person (including serious violence and to peers). 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 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. 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 from 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. Some level of emotional abuse is involved in all types of ill treatment of a child or young person though it may occur alone.

**Sexual Abuse** - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person 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. **The sexual abuse of children by other children is a specific safeguarding issue in education and all staff must be aware our procedures for dealing with it described below.**

**Neglect** - Neglect is the persistent failure to meet a child's or young person's basic physical or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, shelter and clothing (including exclusion from home or abandonment); protect a child from physical or 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.

### Recognition of Abuse or Neglect

Abuse is 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. 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.

At Chatsworth High School and Community College we recognise our duty to remain vigilant at all times in order to enable us to identify abuse or neglect and engage efficient and effective processes for the reporting of abuse and neglect. We are conscious that abuse or neglect may be caused by a range of people including members of our own staff and pupils attending the school. We are committed to the practices of safer recruitment, support for staff in stressful situations and positive behaviour support for pupils who display challenging behaviour.

### Signs and Symptoms of Abuse

The signs and symptoms of abuse are many and varied and are often difficult to distinguish from indicators which occur from a non-abusive accident, incident or experience. For pupils with disability, determining whether a sign or symptom which causes concern is a result of abuse can be very difficult. However, all members of the school community are obliged to remain highly vigilant at all times and report any concerns they have immediately. Some examples of the common signs and symptoms of abuse are contained in the appendices to this document (Appendix 2).

### Extremism and Vulnerability/Susceptibility

At Chatsworth High School and Community College we are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Consequently, pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff have due regard to the need to prevent people from being drawn into terrorism and draw upon The Prevent Duty Guidance 2015, DfE Guidance **'Keeping Children Safe in Education'**

(2024) and the DfE's '**Teaching Approaches that help Build Resilience to Extremism among Young People**' (2011).

When operating this policy, we will use the following accepted Governmental definition of extremism which 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; and/or calls for the death of members in our armed forces, whether in this country or overseas'.*

Staff will have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideologies. Being drawn into terrorism includes not just violent but non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit

Concerns should be referred to the Designated Safeguarding Lead who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. The link provides further information.

<https://www.salford.gov.uk/people-communities-and-local-information/the-prevent-duty/what-is-prevent/>

The Department for Education provides a helpline for anyone concerned about a child who may be at risk of extremism, or about extremism within an organisation working with children and young people. Email:

[counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) or telephone: 020 7340 7264.

### Children Missing Education.

As in KCSIE 2024, this refers to children who have been 'absent from education for prolonged periods and/or repeated occasions'.

All pupils in our school are entitled to full time education and we have a duty to identify any pupil or student who is absent from education to the appropriate authorities. This is because if a pupil or student is absent from education this can act as a vital warning sign of safeguarding issues, including neglect, CSE and CCE. Within Chatsworth High School and Community College, the DSL has the overview for monitoring attendance of all pupils/students.

Any member of staff with a concern that a pupil is missing education must report this immediately to the Designated Safeguarding Lead who will then report the matter to the appropriate authorities.

Further information and guidance about how schools should work with local authority children's services where school absence indicates a safeguarding concern can be found in [Working together to improve school attendance](#)

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children missing education](#)

### Trafficking

Child trafficking is a serious issue which can have a devastating and lasting impact on its victims. The pupils attending Chatsworth High School and Community College are no less likely to be trafficked than any other pupil and members of staff must be constantly vigilant and committed to tackling the issue should it arise.

If any member of staff has concerns that a pupil is the subject of or is in danger of trafficking they must report it immediately to the Designated Safeguarding Lead who will then report the matter to the appropriate authorities.

### Exploitation

KCSIE 2024 says "Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial

advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### Child Sexual Exploitation

'Child sexual exploitation (CSE) is a form of sexual abuse. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.' (KCSIE 2024).

The pupils at Chatsworth High School and Community College are particularly vulnerable to this type of abuse due to their naivety, communication difficulties and inability to understand when they are being exploited. Staff must remain vigilant and consider carefully the following possible signs of CSE

- Pupils who appear with unexplained gifts or new possessions;
- Pupils who associate with other young people involved in exploitation;
- Pupils who have an older boyfriend or girlfriend or a boyfriend / girlfriend with significantly greater capacity;
- Pupils who suffer from sexually transmitted infections or become pregnant;
- Pupils who suffer from changes in emotional well-being;
- Pupils who misuse drugs and alcohol;
- Pupils who go missing for periods of time or regularly come home late; and
- Pupils who regularly miss school or education or do not take part in education.

If any member of staff has concerns that a pupil is the subject of or is in danger of CSE they must report it immediately to the Designated Safeguarding Lead or DDSL who will then report the matter to the appropriate authorities in line with the local criteria for action. If it is believed that a crime has been committed, the DSL / DDSL will also notify the police directly.

## Honour Based Violence

Honour Based Violence (HBV) encompasses crimes which are committed to defend the honour of a family or community, including FGM, forced marriage and other practices such as breast ironing. All forms of HBV are abuse and should be reported and escalated as such.

## Female Genital Mutilation

Female Genital Mutilation (FGM) involves the partial or total removal of the external female genitalia or injury to the female genital organs. It is illegal in the UK and is a form of child abuse.

Under Section 5B of the Female Genital Mutilation Act (2003) teachers and others in 'regulated professions', which includes health professionals and social workers, have a **statutory duty** to report the discovery of FGM. Members of staff may 'discover' an act of FGM either by seeing evidence themselves (for example, during intimate care procedures) or by it being disclosed to them.

Under this duty members of staff must report FGM **personally** to the police. They should also report the matter to the school's Designated Safeguarding Lead unless they have good reason not to.

Any non-teaching member of staff, for example, therapists or health care workers, who discovers that a girl has been mutilated should inform the DSL or a DDSL immediately and then make a record of this on CPOMS and contact the police.

Any staff member with concerns that a girl may have experienced or may be at risk of FGM (as opposed to having discovered that it has taken place) should inform the DSL / DDSLs verbally without delay and then make a record of their concern on CPOMS.

## Forced Marriage

Forced marriage is a form of HBV. The pressure put on people to marry against their will can be physical, including threats, actual physical violence and sexual

violence or emotional and psychological. Financial abuse such as taking a person's wages or not giving a person any money can also be a factor.

The pupils attending Chatsworth High School and Community College are no less likely to be subject to forced marriage than any other pupil and members of staff must be constantly vigilant and committed to tackling the issue should it arise.

If any member of staff has concerns that a pupil is the subject of or is in danger of forced marriage they must report it immediately to the DSL / DDSL who will then report the matter to the appropriate authorities including the Forced Marriage Unit where appropriate.

### Child on Child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. We reduce the risk of child on child abuse among our learners by ensuring that the formal and informal curriculum (including online safety, PSHE & RSE) gives our learners opportunities to learn about safe touch, consent and their rights & responsibilities. All members of staff are reminded regularly of their responsibility to role model safe touch and consent, for example during intimate care procedures, and although many of our learners do not have the capacity to intentionally harm a peer, this does not mean that a learner's behaviour could not cause harm to another child or young person. All staff should therefore be aware of safeguarding issues arising from child on child abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual violence & harassment
- Sexting / sharing nudes / semi-nudes
- Up-skirting

Child on Child abuse can be motivated by perceived differences such as on the grounds of race, religion, gender, sexual orientation, disability or other differences. Child on Child

abuse can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; disabled children and vulnerable adults are at particular risk of harm.

Children or young people who harm others may have additional or complex needs such as:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Members of staff must bear in mind at all times that the age range of our pupil population includes children as young as eleven years old and young adults. We also have pupils of similar ages but at very different stages of development or cognitive understanding. This requires specific consideration to be given to all planning and organisation of school activities.

Children have the right to forming their own sexual identity and while being LGBTQ+ is not a risk factor for harm in itself, children who are LGBTQ+ (or are perceived to be) may be more vulnerable to peer on peer abuse.

If any member of staff has concerns that a pupil is the subject of or may be the cause of child on child abuse they must report it immediately to the Designated Safeguarding Lead who will then decide what action to take, including whether to report the matter to the appropriate authorities where appropriate.

### Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and

offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. At Chatsworth High School and Community College we recognise the following:

- Taking the whole school population in England into account, it is more likely that girls will be the victims of sexual violence & harassment and more likely that sexual violence & harassment will be perpetrated by boys
- That sexual violence and harassment are crimes
- In a special school setting, a learner may cause sexual harm to another learner without having any cognitive understanding of the impact of their actions and has therefore not committed a crime
- The impact on the other child or children is not lessened by the lack of intent on the part of the learner who caused the harm.

We are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

Any situation in which a learner has, or is thought to have, experienced sexual violence, harassment or other sexual harm from another learner will be assessed by the DSL and, where appropriate, a referral will be made to children’s or adult social care services in line with the local multi-agency criteria for action. One or both learners may be referred.

## Mental Health

Mental Health problems could be a sign that a child has suffered or is at risk of suffering significant harm. Staff should be aware of this and report any concerns to a member of the Safeguarding Team.

## Objectives

Our primary objective as a school community is to provide a safe and secure learning environment for our pupils. This objective is driven by our moral obligation to ensure pupils' well-being and by our pedagogical knowledge that pupils are only equipped to learn when they feel safe.

Pupils must feel safe with us, safe from one another and safe within their families and homes. We recognise that as a school serving a broad age range of pupils we have young adults amongst our learner cohort. This component of our population has increased with the development of Key Stage 5 and Chatsworth Futures and we must be mindful of the need to consider the protection of young adult learners within our community and the need to safely manage the interactions between our young adult learner population and our younger pupils.

Our practice must be characterised by a caring and nurturing ethos supported by our knowledge of individual pupils. We must work closely with our pupils in order to establish trusting and honest relationships. However, we must be clear with them that we cannot guarantee that everything they tell us is treated confidentially. Therefore, we are obliged to explain to pupils that sometimes it may be necessary for us to report their discussions with us to another person or agency.

## Staff Training and Development

Members of staff and members of the Governing Body and Trust Board must be supported in this complex area of work through clear and efficient processes for safeguarding and protecting pupils. This needs to be reinforced through a comprehensive programme of staff and Governor / Trustee development to enable them to address all aspects of pupils' well-being. Our school will ensure

that the Designated Safeguarding Lead (DSL), deputy DSL's and the nominated governor for safeguarding and child protection attend training relevant to their role at intervals of not longer than two years.

All members of staff in school will receive core training on safeguarding and child protection and an induction that is specific to their role including knowing what to do if there are safeguarding and child protection concerns. All school staff are required to undertake approved training to promote and safeguard the welfare of children and young people which is regularly updated via briefings and workshops. Staff are made aware of the updates to Keeping Children Safe in Education (2024) during annual Inset Training at the start of the Autumn Term.

The most recent of these was in September 2024. The Designated Safeguarding Lead ensures that all staff are aware of the types of abuse and signs of abuse, and how to report and record concerns.

### Behaviours of Concern

A number of pupils in our school exhibit behaviours of concern and this can threaten the well-being of both their peers and members of staff. As a school community, we endeavour to protect pupils from the challenges presented by their peers and to work with those pupils who present behaviours of concern in order to support the development of positive behaviour patterns. Consequently, all pupils attending the school have individual risk assessments related to the likelihood of them exhibiting behaviours of concern and the potential severity and impact of that behaviour. Where a risk assessment indicates that specific action needs to be taken, a Behaviour Support Plan is designed and implemented.

When addressing the needs of pupils who exhibit behaviours of concern members of staff may, at times, find themselves in difficult situations in which they are required to act swiftly and decisively. In order to ensure that pupils' needs and well-being remain paramount throughout these situations all members of the staff team are trained in PROACT-SCIPr-UK® a recognised behaviour support programme. Some staff have additional Therapeutic Crisis Intervention (TCI) training for specific individual pupils.

All incidents are recorded using paper forms which are numbered and any involving restrictive intervention are uploaded to the school's SIMS system. These are monitored on a daily basis by the school's Senior Leadership Team. Where restrictive physical interventions have been used, a member of the Senior Leadership Team will evaluate whether or not a report needs to be made to the LADO within twenty-four hours. Practice in the area of behaviour support and restrictive physical intervention at Chatsworth High School and Community College operates in accordance with Salford Safeguarding Children Partnership's Managing Challenging Behaviour policy.

### Working Together

We aim to work closely with parents, carers and families to support our pupils' well-being. This requires the development and maintenance of open and honest relationships between school and home in which difficult issues can be expressed in a calm, fair-minded and rational way. However, there may be occasions when, in the best interests of the pupils, parents, carers and families are not engaged in the safeguarding process. These occasions are typically when it is felt that the sharing of safeguarding information places the pupil at increased risk of harm.

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect. Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum, activities and opportunities for RSE and PSHE which equip children with the skills they need to stay safe, recognise safe and unsafe touch and/or communicate their fears or concerns about abuse
- Include in the curriculum, material which will help children develop their understanding of their rights and develop skills and confidence which equips them for independent living, adapted to their needs and capacity

- Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies

At Chatsworth High School and Community College we believe that everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Members of staff form part of the wider safeguarding system for children. This system is described in statutory guidance

**'Working Together to Safeguard Children'** (2023). As a school community we endeavour to work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Safeguarding is the responsibility of **all** adults and especially those working with children. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Partnership (SSCP).

It is very important that practitioners intervene as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action can help prevent problems becoming child protection concerns. The CAF is a tool for the early help assessment of need at level 2 of the Salford Thresholds of Need and Response Model.

[\(https://www.salford.gov.uk/children-and-families/early-help-for-families/early-help-assessment/\)](https://www.salford.gov.uk/children-and-families/early-help-for-families/early-help-assessment/).

Salford's *Early Help Strategy* sits alongside Thresholds of Need and Response.

See

For more about the CAF use the link above.

Appendix 3 of this document contains a copy of the Thresholds of Need. However, it is important to note that the local criteria for action do not reflect the additional vulnerabilities and risks to children with profound and complex disabilities and, if we believe that level 2 / early help is not the appropriate intervention for a child, we will escalate our concern in line with the published SSCP ['effective challenge and escalation'](#) procedure.

## Online Safety.

### *To be read in conjunction with the Trust's Filtering and Monitoring Policy*

Chatsworth High School and Community College uses Salford Local Authority Smoothwall filtering. This is done via a keyword search and category based system.

The CMAT Network Manager is responsible for implementation and co-ordination of all IT equipment and systems in use within the school and college. All devices are linked to the Salford Internet which uses Smoothwall filtering.

The CMAT Network Manager and / or any staff member must report any safeguarding and technical concerns directly to the DSL. For example, if there is suspicion unsuitable material has been accessed. If there is reason to believe any pupil is attempting to access inappropriate material, the DSL will instruct the CMAT Network Manager to request a log of activity for that user. The DSL will then work with the CMAT Network Manager and the Headteacher to ensure appropriate action is taken to investigate and report.

Staff must not use their own personal IT equipment within the school or college.

Staff must inform the DSL and the IT manager if they are teaching a topic which could create unusual activity on the filtering logs.

### Responding to Safeguarding Concerns

Professional curiosity is promoted as part of safeguarding Culture within CHSCC.

Swift and immediate action is required of all members of the staff team where there is a concern for a pupil's well-being. All members of staff have a duty and responsibility for all pupils in the school in respect to safeguarding concerns. Safeguarding concerns cannot be passed from one member of staff to another but must be brought promptly to the attention of one the **School Safeguarding Team** who are

- Kathryn Connor

- Adele Essue
- Louise Crane
- Andrew Taylor

The School Safeguarding Team meets each week to discuss the well-being of pupils, along with the school nurse.

The process for reporting concerns about abuse or neglect is outlined in the following section.

### Working with Parents, Carers and Families

It is good practice to be as open and honest as possible with parents, carers and families about any safeguarding or child protection concerns or subsequent referrals. However, there must be no discussion of safeguarding or child protection concerns with parents, carers or families where the consequence of such discussion is likely to place the pupil at significant risk of harm. Safeguarding or child protection concerns **must not** be discussed with parents, carers and families in the following circumstances:

- where sexual abuse or sexual exploitation is suspected and the parent/carer is either thought to be the perpetrator or may be complicit in the suspected abuse
- where organised or multiple abuse is suspected
- where fabricated or induced illness is suspected
- where the learner is over the age of 18, has the capacity to understand the implications and has not given consent for their parent / carer to be informed
- where contacting parents, carers or families would place a child, yourself or others at immediate risk.

All initial discussions regarding safeguarding or child protection concerns will be conducted by a member of the School Safeguarding Team.

### Dealing with Disclosures of Abuse or Neglect

It is recognised that a pupil may seek you out to share information about abuse or neglect or talk spontaneously individually or in groups when you are present.

In these situations:

- Listen carefully to the pupil
- Give the pupil time and attention
- Allow the pupil to give a spontaneous account; do not stop a pupil who is freely recalling significant events
- Do not directly question the pupil unless this is the only way to ascertain whether or not they have been harmed
- Do not ask leading questions – use TED (Tell, Explain, Describe) instead
- Remember that disclosure does not have to be verbal; learners may sign or indicate their worries using alternative communication tools
- As soon as possible afterwards, make an accurate written record of the information you have been given on CPOMS. Use the pupil's own words where possible
- Explain that you cannot promise not to speak to others about the information they have shared - do not offer false confidentiality
- Report the matter to a member of the school's Safeguarding Team

Reassure the pupil that:

- They have done the right thing in telling you
- They have not done anything wrong
- Tell the pupil what you are going to do next and explain that you will need to get help to keep him or her safe
- DO NOT ask the pupil to repeat his or her account of events to anyone.

### Making a Referral

Having considered the concerns raised by members of the school community, the Designated Safeguarding Lead will either make a referral to the Bridge Partnership, the Local Authority Designated Officer (LADO) or the Police. In some cases, a CAF (Common Assessment Framework) form or an Inter-Agency Referral Form may be completed. The Designated Safeguarding Lead will share information with agencies about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action.

Contact details for referrals are as follows:

- The Bridge Partnership: 0161 603 4500
- Emergency Duty Team: 0161 794 8888
- LADO: 0161 707 9517

Parents, carers and families should be informed if a referral is being made unless there is a significant risk of harm to the pupil as a consequence (see above). However, the inability to inform parents for any reason should not prevent a referral being made. In this event, a multi-agency decision will be made as to how and when the parents or carers should be approached and by whom.

Whilst ordinarily the school's Designated Safeguarding Lead will make all referrals, any member of staff is entitled to take this action. Best practice would dictate that in the first instance the Designated Safeguarding Lead makes referrals. However, if that person is not available or if that person is implicated in the concern, members of staff may make the referral themselves using the contact details provided above.

When making a referral, be prepared to give as much information as possible. Please note, that each pupil's data sheet contains much of the necessary information required in the referral process. These sheets can be obtained from the School Business Support Team. However, the unavailability of some information should not stop you making a referral. When referring a child protection or safeguarding concern you should, where possible, provide:

- Your name, telephone number, position and request the same of the person to whom you are speaking.
- The pupil's full name and address, telephone number, date of birth and siblings.
- The pupil's gender, ethnicity, first language, any special needs.

- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals known to be involved with the pupil or their family (GP, Health Visitor, Social Worker).
- The nature of the safeguarding concern and foundation for it.
- An opinion on whether the pupil may need urgent action to make them safe.
- Your view of what appears to be the needs of the pupil and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made. NB: parental consent is not needed for s47 / child protection referrals. However, explicit parental consent must always be given for safeguarding / s17 / child in need / early help referrals.

#### Following a referral

- Ensure that you keep an accurate record of your concern made at the time.
- Put your concern in writing following the referral (within 48 hours - and using the inter-agency referral form).
- Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.
- Pass this information on to the safeguarding team without delay and make a log on CPOMS.

#### Allegations Against Adults Within School or Other Agencies

Allegations against members of school staff or associated professionals and practitioners should be guided by the document '**Keeping children safe in education 2024 part 4a**'. This document is the basis of the procedure outlined below.

If you have information which suggests an adult who works with children has:

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

you should speak immediately with the headteacher who will act as the case manager. The headteacher will refer the matter to the Local Authority Designated Officer (LADO). The headteacher must not conduct an initial investigatory interview without speaking to the LADO who will advise on a suitable course of action for the school to take.

If the concern relates to the conduct of the headteacher or the headteacher is implicated in the concerns you should discuss your concerns directly with the CEO who will then act as the case manager and notify the Local Authority Designated Officer. If the concerns relate to the CEO or you are unable to report your concerns as set out above, you should contact the LADO directly on 0161 707 9517.

It is recognised that some pupils may fabricate allegations against members of staff at times. It is essential that the LADO is notified immediately and advice from the LADO is followed.

### Confidentiality

It is important to ensure that matters relating to the safeguarding of pupils are treated in the strictest confidence. Consequently, under no circumstances should safeguarding concerns be discussed with colleagues or any person outside the school except a local authority social worker or police officer (if reporting a crime). Breaches in confidentiality will be addressed through the CMAT disciplinary procedures.

Information in relation to safeguarding concerns will be shared on a need to know basis and may result in members of staff not being fully informed about issues relating to certain pupils. Sometimes, members of staff may report concerns and never learn the full detail of the consequences of their report despite the fact that significant changes have been brought about for the pupil's well-being. However, any staff member who raises concerns should be given enough information to be reassured that appropriate action has been taken.

Where the sharing of information is vital in order to safeguard pupils, the issue of confidentiality is secondary to the pupil's need for protection. In these cases, the Designated Safeguarding Lead may elect to inform key individuals about specific elements of the case.

Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties, including other agencies, with the consent of the subject of that information (**GDPR UK & DPA 2018**). Wherever possible, consent should be obtained before sharing personal information with third parties ***but may be waived in the circumstances set out below.***

- In some circumstances, achieving consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.
- Where consent cannot be obtained to share information or consent is refused or where seeking it may undermine the prevention, detection, or prosecution of a crime the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

- The Public Interest test means that practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared. Schools should identify their scheme of delegation for such decision making. However, it should also be clear that every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

Further guidance on information sharing can be found at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### Record Keeping

Well-kept records are essential to good safeguarding and child protection practice. At Chatsworth High School and Community College we recognise the need to record any concerns held about a pupil within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and

Safeguarding concerns are held securely on CPOMS with access limited to the School Safeguarding Team and kept separate from the pupil's academic file.

All paper records pertaining to safeguarding or child protection will be kept in a locked cabinet in the DSL's office. These records must not be accessed by any person without the consent of the DSL. Any breach of this protocol will result in immediate disciplinary action being taken. Where the DSL decides that it is appropriate to share confidential information with staff (e.g. with the class teacher, key person, SENDCO, etc), the rationale for this will be recorded on the child's CPOMS log with the date and name of the person reading the file.

Safeguarding and child protection records must be retained by all educational establishments until the end of the academic year of that pupil's 25th birthday or, if there has been social work involvement under s47, for 35 years from the date they left CMAT. The retention period applies unless the records are

transferred to a new establishment when the child transfers to a new provision. At the point of the pupil transferring to another educational establishment, all formal child protection records should be sent within 5 working days. The originating school should retain a copy of the chronology for the time period set out above. In exceptional cases, where there is a reason to retain a copy of the child protection file (for example, there is ongoing legal action) the reason for this and anticipated retention period should be recorded.

### Supply Staff, Volunteers and Facilities Management Team

This policy will be forwarded to all agencies that provide temporary staff to the school with a clear instruction to ensure their staff have read the policy before arriving at the school. Temporary staff will be required to verify that they have read the policy by signature before they commence working in the school. All temporary staff are expected to have undertaken basic safeguarding awareness training prior to being engaged in the school and this must be verified by a representative of the agency prior to the commencement of any placement.

Volunteers complete placements of six week blocks within the school and are required to undertake basic safeguarding training prior to commencing any placement within the school. Prior to commencing placement volunteers will be required to read this policy and verify by signature that they have read it prior to working within the school.

Facilities Management staff are required to undertake basic safeguarding awareness training which is provided by the Facilities Management company.

### Sharing this Policy with Parents and Carers

Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication. Therefore, as well as the use of general methods, consideration should also be given to the ability of parents to access these. For example, a notice of the availability of the policy could be displayed in the reception area.

This policy is available for all parents and carers to read at any time. Parents and carers have been made aware of the existence of this policy via letters, texts or e-mails and are granted access to it on request. The policy is available via the school's website.

### Governing Body

The Governing Body has nominated a Governor with specific responsibility for safeguarding and child protection and Prevent. This is currently:

#### **Gina Reynolds**

**Telephone:** 0161 917 4817

**E-mail:** Councillor.Reynolds@salford.gov.uk

The nominated Governor liaises with the Headteacher in order to monitor practice, processes and policy related to safeguarding. The Headteacher will provide the nominated Governor with a monthly report of safeguarding issues in order to support this process.

The Governing Body of the school have read, considered and ratified the policy and are immediately informed of any update or revision of the policy. The policy will be reviewed on an annual basis.

### The Trust Board

The trustees of CMAT are the proprietor body and are therefore responsible for all the strategic responsibilities set out in KCSIE 2024 part 2. A member of the board has been nominated to hold specific responsibility for safeguarding and Prevent – that person is Cole Andrew.

The Trust board delegates much of the day-to-day leadership of safeguarding to the local governing body, CEO and senior leadership team but cannot delegate overall accountability. The Trust board will therefore take appropriate steps to satisfy themselves that the arrangements for child protection and safeguarding are robust and fully compliant with legal and statutory requirements.

## Conclusion

Chatsworth High School and Community College is determined to safeguard and protect all of its pupils. The school is a critical agent in the lives of its pupils and is the organisation which experiences day-to-day direct contact with the children and young people in its care. This unique and privileged position places an obligation upon the school community to continuously evaluate the processes by which it safeguards and protects its pupils and seek to continuously improve those processes.

This policy should be read in conjunction with all pertinent school and Local multi-agency policies, guidance and documentation including

- Behaviour Support Policy
- Online Safety Policy
- Fire Risk Assessments and Reports First Aid Policy
- Medication / children with medical needs
- Intimate & personal care
- Health and Safety Policy Personal Care Policy
- Records of visits from contractors Safer Recruitment Practices
- Whistleblowing Policy
- Staff code of conduct
- RSE Policy
- Filtering and Monitoring Policy
- CMAT Respect Charter

## Appendix 1: Roles and Responsibilities

### ***Designated Safeguarding Lead – see also KCSIE 2024 annex C***

Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of ***Designated Safeguarding Lead***.

This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter- agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The role of the ***Designated Safeguarding Lead*** is to:

- (a) Ensure that he/she receives refresher training at a minimum of two yearly intervals to keep knowledge and skills up to date. In addition, the DSL and safeguarding team will attend briefings or other activities to enhance their knowledge and skills at least annually.
- (b) Liaise with the local authority and work with other agencies in line with '**Working Together to Safeguard Children**' (2023). There should always be cover for this role which is provided from within the School Safeguarding Team who will each have received current Designated Safeguarding Lead training.
- (c) Ensure that he/she attends all LA DSL network meetings on behalf of the school or arranges for another member of the School Safeguarding Team to attend if unable to do so themselves.
- (d) Ensure that all staff who work with pupils undertake appropriate training to equip them to carry out their responsibilities for safeguarding pupils effectively and that this is kept up to date by refresher training at a minimum of three yearly intervals, with updates / briefings at least annually.
- (e) Ensure that new staff receive a school-based safeguarding pupils induction within 15 working days of commencement of their contract.
- (f) Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding pupils.
- (g) Ensure that the school operates within the legislative framework and recommended guidance.
- (h) Ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.
- (i) Ensure that the Head Teacher is kept fully informed of any s47 / child protection concerns.
- (j) Develop effective working relationships with other agencies and services.
- (k) Decide upon the appropriate level of response to specific concerns about a child in line with the Salford criteria for action; e.g. discuss with parents, or refer to the Bridge Partnership.
- (l) Liaise and work with Salford's the Bridge Partnership over suspected cases of child abuse.
- (m) Ensure that accurate child protection records relating to individual children are kept separate from the academic file on CPOMS, and are passed securely within 5 working days should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if court action is ongoing or anticipated). If a copy is retained the reason for this should be recorded.

- (n) Submit reports to, and ensure the school's attendance at, child protection conferences, contributing to decision making.
- (o) Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- (p) Ensure that the school effectively monitors pupils about whom there are concerns, including notifying Salford's Referral, Investigation and Assessment Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- (q) Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

### ***Named Governor for Safeguarding and Protection***

The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children on behalf of the Trust Board. The Named Governor should therefore ensure that the governing body:

- (a) Has an effective safeguarding children policy in place and follows local procedure. Policies should be reviewed annually.
- (b) Recruits staff and volunteers in line with safer recruitment processes.
- (c) Has procedures for dealing with allegations of abuse made against staff and volunteers.
- (d) Has a designated senior member of staff for dealing with child protection and safeguarding issues.
- (e) Accesses appropriate safeguarding children training for **all** staff.
- (f) Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

Reports to the Trust board on a regular basis

### ***Headteacher***

- The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the Trust board and governing body,

including those set out above in the responsibilities for the Named Governor.

- In such a role the Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.
- Part of the means of demonstrating such leadership is in attending SSCP training at least once every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.
- The head teacher has specific responsibilities under KCSIE 2024. These are:
  - To ensure that staff understand and comply with the child protection and other related safeguarding policies and procedures
  - To act as the case manager and liaise with the LADO in relation to allegations or concerns about staff, including supply staff and volunteers
  - To record and respond to all low level concerns relating to staff **Appendix 2: The signs and symptoms of abuse**

### *Physical Abuse*

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child or parent cannot explain or explains unconvincingly

- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Fractures or unusual injuries in a non-ambulatory child
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

### *Emotional Abuse*

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation) •  
Extremes of passivity or aggression

### *Sexual Abuse*

- 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
- Pregnancy
- Indicators of mental health concerns, such as depression, self-mutilation, suicide attempts, running away, overdoses, eating disorders
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys

- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night / nightmares
- Become worried about clothing being removed
- Drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Pain, itching, bruising or bleeding in the genital or anal areas
- Genital discharge or urinary tract infections • Stomach pains or discomfort walking or sitting
- Sexually transmitted infections.

### *Neglect*

- Constant hunger
- Poor personal hygiene, arriving in school in heavily soiled continence pads
- Persistent or severe pad / nappy rash
- Bed sores, broken skin
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Frequent unexplained absence

## Appendix 3: Thresholds and Referrals



### ***Thresholds for Referral to the Bridge Partnership***

In making a decision about whether a referral to the Bridge Partnership may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

#### ***Is this a Child In Need?***

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

1. Child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
2. Child health or development is likely to be impaired, or further impaired, without the provision of such services;
3. Child is disabled.

#### ***Is this a Child Protection Matter?***

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- is the subject of an Emergency Protection Order;

- is in Police Protection; or where they have
- reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Child Protection Person will make judgements around 'significant harm', levels of 'need' and when to refer

### ***Making Referrals to CSC (Guidance for the Designated Child Protection Person)***

#### ***Child in Need/Section 17 Referrals***

Where a Common Assessment (CAF) already exists, the Designated Safeguarding Lead should send this with the referral to the Bridge Partnership.

This is a request for assessment/support/services and, as such, you must obtain the consent of the parent(s) (and child/young person where appropriate). This should also be identified on the CAF.

Where a parent/carer/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

#### ***Child Protection/Section 47 Referral***

Make a telephone call to the Bridge Partnership and forward for consideration.

If a CAF exists this should be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours.

You do not require the consent of a parent or child/young person to make a child protection referral

A parent should, under most circumstances, be informed by the referrer that a child protection referral is to be made. ***The criteria for not informing parents are:***

- Because this would increase the risk of significant harm to a child(ren); or
- Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
- Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

Fear of jeopardising a working relationship with parents because of a need to refer is not sufficient justification for not making a referral nor for not telling them that you

need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the CAF and in any telephone contact with the Bridge Partnership.

### ***Bridge Partnership Responses to Referrals and Timescales***

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;
- Undertake an social work assessment(completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent); • Make an application to court for an Order;
- Take no further action.

### ***Feedback from the Bridge Partnership***

The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, you should ask to speak to a Duty Social Worker, or the relevant Team Manager.

### ***Risk Assessment 'Checklist'***

- Does/could the suspected harm meet the Working Together 2018 definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs wishes and feelings?

- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (I.e. resilience/vulnerability) •  
    Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

#### **Appendix 4: Child protection conferences**

- The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.
- Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.
- The Designated Safeguarding Lead in school will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.
- Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350.

#### ***Appendix 4: Private Fostering and Other Vulnerable Groups***

Children and young people who are privately fostered can also sometimes require additional support. For more information about this see <http://www.partnersinsalford.org/sscb/privatefostering.htm>

#### **Other specific safeguarding issues are:**

- child sexual exploitation (CSE)
- bullying including cyberbullying domestic violence
- drugs

- fabricated or induced illness faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG) mental health
- sexting
- teenage relationship abuse trafficking

**NB Keeping Children Safe in Education 2024 contains links to further guidance and support**

**Appendix 5: Safer Recruitment**

The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Disclosure & Barring Service and Ministry of Justice.

The school will follow statutory guidance on disqualification under the Childcare Act 2009 where relevant.

Staff will be made aware of the current SSCP procedures for dealing with allegations of abuse against staff.

[www.partnersinsalford.org/sscb/safeppractice.htm](http://www.partnersinsalford.org/sscb/safeppractice.htm).

## **Appendix 6: Important Contact Information**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults county lines (Home office guidance) and Annex B
- children missing education (DfE advice for schools) and Annex B
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex B
- domestic abuse (Home Office advice) and Annex B
- drugs (DfE and ACPO advice for schools)
- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith based abuse (national action plan)
- female genital mutilation (multi agency statutory & Home Office guidance) and Annex B
- forced marriage (Foreign and Commonwealth Office and Home Office advice) and

### Annex B

- gangs and youth violence (Home Office advice)
- gender based violence/violence against women and girls (Home Office strategy)  
gender-based violence/violence against women and girls (Home Office information)
- hate (educate against hate website)
- mental health (DfE advice for schools)
- missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)

- preventing radicalisation (Home Office Statutory Prevent guidance) and Annex B
- protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE KCSIE part 5 & advice for schools and colleges 2021)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)

## **Appendix 7: Operation Encompass**

Operation Encompass operates in the majority of 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 in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse, the police will inform the key adult (usually the designated safeguarding lead) in school prior to 9.00 am 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 silent or overt support to be given to the child according to their needs.

### **Aims**

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford's Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

- Police have been called out to a domestic abuse incident
- The child is present in the household at the time of the incident □ The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

<b>SILENT SUPPORT EXAMPLES</b>	<b>OVERT SUPPORT EXAMPLES</b>
Flexible application of school rules for example uniform, homework etc. Understanding and flexibility in expectations in terms of:-	Using tools to understand child experiences, for example 3 Houses. More resources are available here. <a href="https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-">https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-</a>

<ul style="list-style-type: none"> <li>- Behaviour</li> <li>- School Work</li> </ul> <p>Opportunities for one-to-one time with teacher to provide opportunities to talk for example 'helping with a job' Review lesson plans to ensure appropriateness for the child on the day Systems for spare uniform, lunch etc.</p> <p>Child knowing who they can talk to</p> <p>Checking collection arrangements at the end of the school day</p>	<p><a href="#">for-professionals/early-help-assessment-and-taf/voice-of-the-child/</a></p> <p>Talking to parents</p> <p>Use the Early Help Assessment process to access additional support</p> <p>Develop safety planning with the child</p> <p>'Healthy Relationships' class sessions (EG Real Loves Rocks)</p> <p>Consult with the School Coordinator</p>
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## LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.

Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual's right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent [Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018](#)

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record on CPOMS, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

## **ROLES AND RESPONSIBILITIES**

### **i. POLICE**

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

- The name, age, date of birth, home address and school attended of the child.
- The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child's involvement in the incident.
- An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the DAB (Domestic Abuse) record within IOPS (Integrated Operating Police Operating System) acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

#### **i. SCHOOL'S RESPONSIBILITY**

The School will identify the Key Adult and Deputy responsible for the Operation Encompass (OE) information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding).

The school's Key Adult or Deputy will check the notifications each morning.

The Headteacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult's absence.

The School's Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

#### **Child Absence Following an Incident**

Where a notification is made and a child is not in school, the school will consider the following:

- The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.
- The schools key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.
- Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -
  - **Home Visit** – After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child’s safety are identified during the home visit, referrals to Children’s Social Care and the Police may need to be made.
  - **Referral to Children’s Social Care** - Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge.

When the child returns back to school, the key adult will revisit the offer of parent/child support.

### **Working with Parents**

The school is signed up to the protocol to raise parents’ awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely

to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and **in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Victim Support or SIDASS using the following details:

Telephone number: 0300 303 0162 or 0161 200 1950

Email: [northwest.vcu@victimsupport.cjism.net](mailto:northwest.vcu@victimsupport.cjism.net)

SIDASS; <http://salfordwomensaid.org/sidass/>

If there is uncertainty around a referral to Victim Support/SIDASS contact should be made with the Bridge Partnership 0161 603 4500

### **Multi-agency Risk Assessment Conference (MARAC) and Encompass**

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children's services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan. MARAC meets every week in Salford.

There may be occasions where parents of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

**Will the Police refer to Bridge Partnership every time they attend a DA callout where a child is present?**

**Police agreed referral criteria with Bridge Partnership;**

A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse incidents (recorded as a DAB on IOPS - Integrated Operating Police Operating System) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3<sup>rd</sup> reported incident in last 12 months

OR It is a child caller to Police/Emergency Services

OR When either the victim or perpetrator is known to be pregnant

OR When there is a child abuse marker (CA) on the address

OR The incident involves a perpetrator subject to licence or Community Order

OR If previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care.

Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

**Encompass Parents Awareness Letter (template)**

Dear Parent/Carer,

**Re: Operation Encompass**

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will

be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At Chatsworth high school & college our Key Adult is Kathryn Connor (DSL) or Andrew Taylor (Head teacher and DDSL). They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families.

Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at <https://www.operationencompass.org/>

Thank you for your continued support

Chair of Governors

Head Teacher

### Operation Encompass – Key Adult Responsibilities and Checklist

Name:

Date

School:

Completed:

Review Date:

<b>Responsibility</b>	<b>School Comment</b>	<b>Achieved</b>
The Key Adult has attended the Encompass briefing and is part of the Senior Leadership Team with Child Protection responsibility.		
The Key Adult must ensure that they have access to the Encompass mailbox along with a deputy in case of absence.		
Encompass records are managed and stored in the same way as other Child Protection records, in a permission restricted electronic folder or secure and locked cabinet/drawer.		

<p>The Key Adult can identify a person who can deputise in their absence; the deputy is confident in understanding all aspects of the Encompass model.</p>		
<p>The Key Adult will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other Child Protection information given by other partners such as Social Care.</p>		
<p>The Headteacher/Key Adult will inform parents that the school is part of Encompass, using the exemplar letter template provided, which can be amended to meet the school's individual requirements.</p>		
<p>The Headteacher/Key Adult will inform the Governing Body that the school is part of Encompass and the Governor with responsibility for Safeguarding should have a working knowledge of the project and impact within the school.</p>		
<p>The Key Adult will include information about Encompass in the school's prospectus and safeguarding policies, thus ensuring that all parents are informed of the school's involvement.</p>		
<p>The Key Adult will include information about Encompass on the school's website.</p>		