Saint Ambrose College
Child Protection
and
Safeguarding Policy

Reviewed	To be reviewed
September 2023	September 2024

St Ambrose College

This Policy and Procedure has been approved and adopted by the Academy Trust Company and will be reviewed annually.

Signed by Principal:

1. **RATIONALE**

The aim of the College is to foster a community in which each member of that community is afforded every opportunity to realise their full potential. There is no discrimination (positive or negative) towards any group within the College. All members of the College community have an opportunity to guide the progress of the College.

In order to achieve this aim we:

- Maintain a culture of vigilance whereby the College's commitment to safeguarding and the welfare of all staff and students is the highest priority.

- Provide a well-ordered caring environment where self-discipline is emphasised and students are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.

- Demand of the students the highest possible standards while supporting them with a system of pastoral care that promotes respect for all in the community. We therefore value highly good manners, courtesy and fairness.

- Offer support and guidance for all the students as they take advantage of the wide opportunities offered to them within the College enabling them to make full use of their talents and so contribute to the good of the whole College.

- Seek to develop the College as a vibrant Christian community where students will learn to integrate their Catholic faith and culture "seeking first the kingdom of God" and enabling them to be "ambassadors of Christ".

2. **GOVERNING BODY DECLARATION**

The Governing Body is committed to providing a safe working environment and improving the quality of working lives for all staff and students. The College Child Protection and Safeguarding strategy aims to support our mission and core values of freedom of thought and expression, freedom from discrimination and the recognition that the College's staff and students are its greatest asset.

The Governors are committed to being good employers, and to doing all they can to ensure the health, safety and welfare of all the staff and students. They consider that this is good for individual staff, good for the community of staff and good for the students. It contributes to the pursuit of a high quality service, and the development and maintenance of high standards.

The principles on which this policy is based are:

- fairness to all,
- harmonious employment relations,
- good working standards and practices,
- positively promoting the well-being of all our staff,

- avoidance of disruption to students' education as far as is reasonably practicable,
- clear and understood health and safety management procedures,
- a recognition that relevant training is necessary,
- prompt action by leaders.

3. **INTRODUCTION**

All staff share an objective of keeping children and young people safe, and have a duty "to safeguard and promote the welfare of children" in accordance with sections 175 /157 of the Education Act 2002. [See Appendix 1].

We recognise our legal duty to safeguard all students in accordance with the statutory guidance "Keeping children safe in education" (September 2023) [Part 1 and Annex A. Link can be found in Appendix 2].

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

- Information sharing: advice for practitioners who are providing safeguarding services;
- Full Training in and information on safeguarding;
- Part one and Annex A of 'Keeping children safe in education 2023';
- This Child Protection & Safeguarding Policy;
- School Policy for Children Absent from Education;
- Staff Code of Conduct.

All staff must sign to confirm they have complied with the above.

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

- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistle blowing Policy
- Children Absent from Education Policy

4. **POLICY PURPOSE AND PRINCIPLES**

The welfare of children is paramount. All children regardless of age, gender, ability, culture, race, language, religion, sexual identity, have equal rights to protection.

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

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm and report this to the designated safeguarding lead (DSL). Information in relation to the DSL is in paragraph 9 below. The DSL is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.

The DSL co-ordinates the College's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for the College's contribution and commitment to any plans, team around the family and core groups or other assessment. These meetings include:

- Team around the Family Meetings (Early Help Assessment)
- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

The DSL will ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).

When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early help assessment– Level 2 of the Level of Need).

If the College identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the College is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early help assessment. We will utilise our internal support network as appropriate, e.g. the College's counsellor and document the Early help assessment provided on our own internal systems (CPOMS). This is just for cases that are at Level 2 of the Level of Need[1].

When engaging other services outside of the College to form part of a Team around the Family, we will utilise Trafford's Early help assessment[2] to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the College will complete an Early help assessment to identify specific needs that require the assistance of other services outside of the College.

If a child is in immediate danger, contact will be made with the police via 999.

[1] The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - https://www.traffordsafeguardingpartnership.org.uk/Docs/Safeguarding-children-young-people/Levels-of-Need-document.pdf

[2] Trafford's Early help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.

If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response[3] via the online referral form and / or over phone for other authorities.

Whilst any professional can make a referral to children's social care, in the College we expect all staff where practically possible to always discuss their concerns with the DSL first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the DSL as soon as practically possible thereafter. All relevant contact details for children's social care will be kept by the safeguarding team and logged in CPOMS.

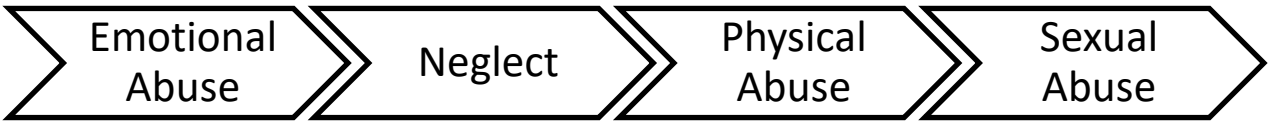
All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing on CPOMS.

Students and staff involved in Child Protection issues will receive appropriate support.

5. **CREATING A SAFEGUARDING CULTURE**

Safeguarding is a priority across all aspects of the College's work and this policy underpins the rigorous practice that takes place in the College to best protect the students.

All staff are aware of the categories of abuse, which are:



Definitions and signs and symptoms of the four categories of abuse can be found in Appendix 3.

[3] Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.

Staff are also made aware of other key safeguarding topics:

Online Safety, Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation '*County Lines*'	Domestic Abuse	Early help assessment	Female Genital Mutilation
Gangs & Youth Violence	Hate	Child-on-Child Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sharing of nudes and semi-nudes	Trafficking

The definitions of the above can be found in the Appendix 3. Information and learning relating to the above topics is shared in the College, but staff are also encouraged to undertake their own learning.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the College's normal reporting channels. The definition of child sexual exploitation can be found in Appendix 3.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/. The College recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

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

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

Child-on-Child Abuse

Incidents of Child-on-Child abuse may need to be dealt with in various ways, incidents of bullying will be dealt with via the College's anti-bullying policy and behaviour policy. Incidents which take place outside of the College may need to be addressed in the College however the College are clear that where professional advice needs to be sought from external partners, it will be. The College's DSL will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

All staff at St Ambrose College will be trained that Child-on-Child abuse can exist and students will be taught about specific issues and how to report them and be kept safe. Child-on-Child abuse (paragraph 35 from KCSIE 2023) is most likely to include but may not be limited to:

- bullying, including cyber bullying, prejudice-based and discriminatory bullying,
- abuse in intimate personal relationships between children (teenage relationship abuse)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or other psychical harm. This includes online element which facilitates, threatens and / or encourages physical abuse.
- sexual violence such as rape, this can include online element which facilities or threatens or encourages sexual violence
- sexual harassment, such as sexual comments, remarks and jokes and online sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in a sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and / or videos (known as sexting of youth produced sexual imagery)
- upskirting: taking a picture under a person's clothing without permission with intention to see their genitals for sexual gratification, or cause the victim humiliation, distress or alarm and
- initiation/hazing type violence and rituals

In respect of sexual violence and sexual harassment between children, the College takes a proactive approach to prevent such incidents from taking place. We incorporate the following into PSHE sessions: healthy relationships, people who help us, British values, in an age appropriate way for the year groups in the College. We also have Sex and Relationship Education in the school timetable, in line with DfE guidance, national curriculum and the Catholic Church.

In the case of Child-on-Child abuse, this includes Child-on-Child sexual violence and sexual harassment. All staff should follow the protocols set out in this document, our Code of Conduct and report the allegation to the DSL or deputy. The DSL or deputy will seek support from other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected. Training will be provided. At St Ambrose we maintain the attitude that 'it could happen here' so we address all inappropriate behaviour. The DLS will monitor and record all forms of Child-on-Child abuse and we acknowledge that even if Child-on-Child abuse is not reported it may still be taking place. See appendix 5.

The college will provide training, CPD for all staff and appropriate guidance for all students

through PSHE, pastoral and other curriculum on Sexual Harassment and violence and ensure that there is consistent and collaborative approach. This will include appropriate and effective ways to report and monitor cases.

Here at St Ambrose we have a zero-tolerance approach. We recognise that children are capable of abusing other children. Abuse or inappropriate views will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We understand that these thoughts can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We will continue to educate and empower our students on how to treat all with equality and dignity. Students will be assured that all incidents of abuse / neglect, will be taken seriously and they will be kept safe and they will never be given the impression that they are 'creating a problem' nor will they be made to feel ashamed for reporting.

Staff are trained and reminded children are at risk of neglect and / or abuse inside and outside of the school/college, inside and outside of home and online.

Children will know that they can report any safeguarding concerns, including Child-on-Child Abuse to a member of staff or share it on Confide, which is on all PCs on the College network.

The College adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes advice for education settings working with children and young people'. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 4.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 9.

Robust systems have been established in the College for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Advice will be taken from Heads HR.

Staff at St Ambrose College will be trained about the impact of serious violence and its link to county lines. Staff will be able to identify the key indicators, such as increased absence from school, change of friendship groups, a significant decline in performance and change in wellbeing.

Instances of children who are missing from education are dealt with under the College's attendance policy, which sets out the College's approach to tackling this issue, and the steps the College will take when a child has poor attendance and/or are regularly missing.

To assist with the above, and other incidents, parents or carers should ensure that the College has at least two up to date emergency contacts for their child/children. (We do ask for three contacts) This is to ensure the College has other means of contacting a key adult.

The College takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which

embraces the fundamental 'British values. To ensure compliance with the Prevent Duty, the College:

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

The College understands that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational or disability or certain health conditions, and that staff are considering the risk of abuse or neglect just as much. The college understands and appreciates that SEND students may have difficulties in communicating any issues they have and they may also be an issue with cognitive understanding where they may not be able to separate fact and fiction in online content. Staff will remain vigilant at all times.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The Pupil Premium Lead is the appointed designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6. **POLICY AIMS**

The aims of this policy are to:

- To establish and maintain a safe environment in which children can learn and develop.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of safeguarding issues and to equip children with the skills needed to keep themselves safe.
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support students who have been abused or abuse in accordance to this policy.

7. **CHILD PROTECTION POLICY - ST AMBROSE COLLEGE - KEY POINTS**

We recognise that because of the day to day contact with children, College staff are well placed to observe the outward signs of abuse. The College will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the College whom they can approach if they are worried. Students will be reminded who these adults are regularly.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We also have a wider Preventative education to educate, empower and support students to act appropriately in line with our ethos and to ensure they thrive.

- Follow the procedures set out by Trafford Strategic Safeguarding Partnership (TSSP) https://www.traffordsafeguardingpartnership.org.uk/Home.aspx .

- Take account of guidance issued by the Department for Education.

- Ensure every member of staff, volunteer and governors know the name of the DSL responsible for child protection, their deputy and their roles and responsibilities - Mr Groves and Miss Dean.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs/indicators of abuse and understand their responsibility for referring any concerns to the DSL.

- Ensure that parents or carers have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations in the College prospectus.

- Notify social services if there is an unexplained absence of more than two days of a student who is subject to a Child Protection Plan.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately.

8. **ROLES AND RESPONSIBILITIES**

The Principal is Mr Rainey

The designated safeguarding lead (DSL) for Child Protection is Mr Groves, Vice Principal.

The deputy designated safeguarding lead Miss Dean, Pastoral/Welfare Officer

The nominated Child Protection/Safeguarding Governors are: Mr M Arthur and Dr R Simpson.

8.1. **The Governors**

The governors:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- The governors evaluate and approve this policy annually, ensuring it complies with the law, and hold the Principal and DSL to account for its implementation
- Are aware of their obligation under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) of its safeguarding arrangements
- Have appointed two Link Governors, Mr M Arthur and Dr Simpson to monitor the effectiveness of this policy in conjunction with the full governing board.
- The governors will also make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

- When the premises are being used by other services the governors will
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

8.2 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers: This is delegated to Mr PMGroves DSL and he updates the Principal regularly throughout the academic year.
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent. There will always be a DSL or Deputy DSL in school.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

8.3 **Responsibilities of the DSL or DDSL:**

- To be appropriately trained, attending inter-agency training every two years
- To ensure all staff know who the designated safeguarding lead(s) are that is Mr Groves Vice Principal and Miss Dean (Deputy DSL) Behaviour and Welfare Coordinator
- To keep a record of staff attendance at Child protection training
- To be fully conversant with the policies and procedures of the College and of the Trafford Strategic Safeguarding Partnership (TSSP)
- To have a working knowledge of how TSSP operates and the conduct of a child protection conference and plan
- To refer cases of suspected abuse or allegations to the Multi-Agency Referral and Assessment Team (Trafford Children's First Response.)
- To act as a source of support, advice and expertise within the College
- To be able to recognise the signs/indicators of abuse and when it is appropriate to make a referral or seek further advice
- To ensure all teaching and non-teaching staff (especially new or part-time staff) are aware of or have access to, and understand the College's Child Protection Policy and their role within the policy
- To ensure all staff sign a declaration to say that they have received or read a copy of the College's Child Protection Policy
- To ensure all staff have induction training, updated every three years, and are able to recognise and report any concerns as soon as they arise
- To liaise with the Children and Young People Service (CYPS) and other agencies through a multi-agency approach where there are concerns about a student
- To liaise with the nominated Linked Governors and the Principal
- To ensure all records are kept securely in a locked location and separate from the main student file.
- To follow procedures where an allegation is made against a member of staff or volunteer.
- To be the first point of contact for external agencies that are pursuing Child Protection investigations.
- To ensure safe recruitment practices are always followed.

The DSL will also:

- Keep the Principal informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL Mr Groves and DDSL Miss Dean are set out in their job description.

9. **GOOD PRACTICE**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The College may be the only stable, secure and predictable element in the lives of children at risk. When at College their behaviour may be challenging and defiant or they may be withdrawn. The College will endeavour to support the student through:

- The content of the curriculum;
- The College ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The College behaviour policy, which is aimed at supporting vulnerable students in the College;
- The College will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, (CAMHS) Education Welfare service and Educational Psychology service;
- Ensuring that, where a student on the Child Protection Register leaves the College their information is transferred to the new school immediately and that the child's social worker is informed.

10. **OPERATION ENCOMPASS**

Saint Ambrose College works in partnership with Trafford Safeguarding Board and Greater Manchester Police as part of Operation Encompass which is designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared on school days during the school term. 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 Saint Ambrose College, our Key Adult is Mr Groves (Vice Principal). Mr Groves will be able to use information that has been shared with him, in confidence, to ensure that the College 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 students and believe that Trafford Encompass is going to be beneficial and supportive for all concerned children and families.

11. **GUIDANCE FOR STAFF**

We recognise that staff have a particular responsibility to care for and look after all students and that through poor practice staff may deliberately or unintentionally put themselves or students at risk. All staff working for the College will therefore:

- Treat all students fairly and with respect, abiding to other relevant policies
- Set a good example by conducting themselves appropriately
- Encourage positive, respectful and safe behaviour among students by modelling good behaviour themselves
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand this document the - College's Child Protection/ Safeguarding policy and related guidance documents such as behaviour policy, anti-bullying policy and procedures, as well as rules on physical contact with students, and duties regarding the sharing of information. A record of compliance will be retained to evidence that compulsory training has taken place.
- Only communicate with students and parents /carers via the formal methods available via the office or use College email addresses, VLE or College mobile phones and not provide students or parents with personal contact details. All emails not sent directly from the College's IT equipment should be copied in to sacrecords@st-ambrosecollege.org.uk
- Maintain a professional distance from students in conversation and interaction, avoiding the use of sexualised or derogatory language.

- Be aware that personal and/or family circumstances for some children may lead to an increased risk of abuse.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering from abuse, neglect or exploitation.

- Do not have social media/online networking contact with students unless through an approved College facility such as the College Twitter account.

- Only provide transport for students on organised College trips, with the prior agreement of parents and only provide transport in College minibuses.

- Always ensure that classroom doors are not locked, blocked or blacked out whilst the rooms are occupied.

- Never be alone with one student in an isolated environment.

- Report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.

- Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.

- Advise a member of the senior leadership team of any regular social contact they have with a student which may give rise to concern.

- Report and record any situation, which they feel might compromise the College or their own professional standing.

- All safeguarding information should be recorded on CPOMS and the relevant student educational record.

- Avoid meetings with students in remote, secluded areas of the College.

Recognise that failure to adhere to these and other sensible and professional methods of working with students may lead to disciplinary action.

12. **FURTHER INFORMATION AND GUIDANCE**

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

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the College's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Mr Groves and support staff will use StaffSafe via CPOMs to ensure all checks are updated and recorded.

Many of the senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the College (paid or unpaid) will be trained in safer recruitment.

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

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the College, and that they will be expected to present identification upon arrival.

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

12.2 **Abuse of Trust**

All staff at the College must be aware that inappropriate behaviour towards a student is unacceptable; staff conduct towards students must be beyond reproach. Staff must adhere to the Teachers' Standards, the College Code of Conduct and be models of good behaviour.
It is an offence for a person over the age of eighteen to have sexual relations with a person under the age of eighteen where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student is a criminal offence even if that student is over eighteen years old.

12.3 **Children who may be vulnerable**

To ensure all children have equal protection we will give special consideration to children who are:

- Disabled or have special educational needs or certain health conditions
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality
- Students who are LGBTQ may experience targeting from other students, we also are aware that some students who are perceived by others to be part of this group, maybe targeted. Through education and support we will ensure there is a trusted adult who can support students and educate others
- Involved directly or indirectly in child prostitution or child trafficking
- Do not have English as a first language

12.4 **Managing allegations against professionals who work with children**

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

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

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

Allegations regarding members of staff at the College should be reported to the Principal. Concerns about the Principal should be reported to the Chair of Governors – Dr Peter Goodwin.

Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 10.

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

Staff are referred to the College's Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing;
- The NSPCC's 'what you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or concerns about the way a concern is being handled by

their school or college. Staff can call 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday and email: help@nspcc.org.uk

12.5 **Taking Action**

- All staff must act if they have a concern about a child;
- In an emergency, act to help the child;
- Report your concern to the DSL as soon as possible, at least by the end of the day;
- Do *not* start your own investigation;
- Share information on a "*need-to-know"* basis only – do not discuss the issue with colleagues, friends or family;
- Record your concerns promptly, accurately and factually on CPOMS;
- Seek support if you are distressed.
- Follow the guidance given at INSET and in this policy.

Staff must be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and 'or they may not recognise their experiences as harmful. The student may feel embarrassed or humiliated, or being threatened. This could be due to vulnerability, sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children in order to facilitate communication. (Keeping Children Safe 2023 Paragraph 19)

12.6 **If a student discloses abuse and recording a disclosure**

If a child discloses a safeguarding issue to a member of staff they should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Take what the child says seriously
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you and thank them. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write / type up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Put it on CPOMs and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

12.7 **Procedure for staff to register concerns with the DSL**

It is good practise to find the DSL or deputy to discuss the concern and put any concerns on CPOMs. The DSL will discuss and reflect on concerns, having clarified what the nature of the concern is and will take appropriate action.

The safeguarding team will ask you to update CPOMS with an accurate account of what has happened and for an email to be sent to confirm the same.

If the DSL and the DDSL are unavailable, put straight onto CPOMs and e-mail may be sent to both such people using a College e-mail address; the DSL will follow this up at the first opportunity on the following day, proceeding in person, as above. In case of an emergency, contact the police.

12.8 **Staff Training**

New staff and Governors will receive training during their induction and receive annual updated training at the start of the new year. All staff, including the Principal and Governors will receive training that is updated at least every three years and the DSL will receive training updated every two years. Supply staff and other visiting staff will be given safeguarding information on arrival.

12.9 **Referral to Social Care / Notifying parents / carers**

The DSL will make a referral to, or seek advice from, the Multi-Agency and Assessment Team (Trafford Children's First Response) [0161 912 5125] if it is believed that a student is suffering from or at risk of suffering, significant harm.

Where appropriate and safe, staff will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSLIf we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children (Child-on-child abuse) we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

The student (subject to age and understanding) and the parents /carers will be told that a referral is being made, unless to do so would increase the risk to the child. In the case of suspected sexual abuse advice would first be sought from Trafford Children's First Response.

12.10 **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**
Appendix 14, illustrates the procedure to follow if you have any concerns about a child's welfare.
Where possible, speak to the DSL or DDSL first to agree a course of action.
If in exceptional circumstances the DSL or DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Staff must share details of any actions you take with the DSL as soon as practically possible.
Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Call Trafford First response on 0161 912 5125.
Share any action taken with the DSL as soon as possible and put on CPOMs.

Early help assessment
If an early help assessment is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
The DSL will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral
If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
If you make a referral directly you must tell the DSL as soon as possible.
The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded on CPOMs.
If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

12.11 If **you have concerns about extremism and or radicalisation**

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for

use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

12.12 **If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action as explained above

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

12.13 **Confidentiality**

All staff must understand that Child Protection and any safeguarding issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that any information released into the public domain within or outside of the College, does not compromise the evidence received.

At Saint Ambrose we believe that

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information does **not** to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Staff should only discuss their concerns with the DSL, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will then disseminate it on a *'need-to-know'* basis.

14.12 **Online Safety**

Computers and mobile phones are part of communication and education; some adults and young people may, however, use technology to harm children. The harm might range from sending hurtful or abusive texts and / or e-mails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography, face-to-face meetings and could also be a platform for serious violence, CSE and CCE. Staff need to be alert to such dangers. The students need to be aware of the potential for criminality in such cases. The College has put into place robust monitoring and filtering systems.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, at St Ambrose we:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

- At St Ambrose we review and adopt monitoring and filtering procedures to protect all. (KCSIE 2023)
- Staff should alert and inform the DSL if they have any concerns about what a child has watched, seen or search online.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

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

To meet our aims and address the risks above we will:

- Educate students about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- At St Ambrose we train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year. All staff complete Online safety approved course.
- Parents have information on specific online issues and will be given the opportunity to complete the course. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Staff must see the Code of Conduct policy but must be aware:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time and when students are not present
    - Staff will not take pictures or recordings of students on their personal phones or cameras
- All students, parents/carers, staff, volunteers and governors should be aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- Students should see mobile phone and acceptable use policy, fail to comply will be taken very seriously and sanctioned appropriately.
- As a school we have a robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk from the school's IT systems

We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community. There is a member of SLT Mr Cook, overseeing Online safety and it is covered in PSHE - Students are taught how to stay safe online, use mobile phones and other technologies responsibly and are taught how and when to report any issues that may occur, including cyber bullying. All staff and volunteers will sign the Acceptable Use Agreement.

Please see our online and Mobile phone policy and visit our website for more information

This policy will be reviewed annually. (Including Appendices 6 & 7)
In the event of a child abuse incident the internal procedures will be reviewed to assess their effectiveness. A written record will be kept of this review.

College Safeguarding DSL:
Mr PM Groves (Vice Principal)

Safeguarding Governors:
Mr M Arthur and Dr R Simpson

Appendix 1

Education Act 2002

175 Duties of LEAs and governing bodies in relation to welfare of children

(1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

(2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school.

(3) The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.

(4) An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales.

(5) In this section—
"child" means a person under the age of eighteen;
"governing body" in relation to an institution within the further education sector, has the meaning given by section 90 of the Further and Higher Education Act 1992 (c. 13);
"maintained school" means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school.

157 Independent school standards
(1) For the purposes of this Chapter, regulations shall prescribe standards about the following matters—

(a) The quality of education provided at independent schools;
(b) The spiritual, moral, social and cultural development of students at independent schools;
(c) The welfare, health and safety of students at independent schools;
(d) The suitability of proprietors of and staff at independent schools;
(e) The premises of and accommodation at independent schools;
(f) The provision of information by independent schools;
(g) The manner in which independent schools handle complaints.

Appendix 2

"Keeping children safe in education" (September 2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Appendix 3

A Child	A person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities or with certain health conditions	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members

	regardless of gender or sexuality. The abuse can encompass a wide range of behaviours and maybe be a single incident or a pattern of incidents. the abuse can be, but is not limited to: • psychological • physical • sexual • financial • emotional Children can be victims of domestic abuse in their own intimate relationships (teenage relationship abuse). All can have a detrimental and long term impact in their health, development and ability to learn.
Early Help Assessment	Early Help Assessment means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help assessment can also prevent further problems arising.
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 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.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.

	A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Child-on-child Abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in Child-on-child abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great

	grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sharing of nude and semi-nude images (previously known as sexting)	Sexting is when someone shares sexual, nude or semi-nude images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment between children	When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.

Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[4]. Sexual violence offences include: rape, assault by penetration and sexual assault.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

[4] Legislation.gov

Appendix 4

Gov UK advice for education settings on action for sharing nudes and semi-nudes

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Appendix 5

Link to Sexual violence and sexual harassment between children in schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Link to what staff should do

file://sac-fs1-001/staff-Home$/mrpgroves/Downloads/PEER-ON-PEER_SEXUAL_ABUSE_POSTER_A4_JULY_2021.pdf

Appendix 6

Please use the link below to access the Policies and Procedures page of the St Ambrose College website to view the **ICT Acceptable use Policy**

Saint Ambrose College - Policies and Procedures (st-ambrosecollege.org.uk)

Appendix 9

Operation Encompass Process

Trafford Strategic Safeguarding Partnership

Police attend and incident of Domestic Abuse.

Details of perpetrator, victim and all children who usually reside at the address (whether present during DA incident or not) are recorded.

'Voice of the Child' is recorded.

The police officer who attneded the incident will email the notification to the school before the end of their shift.

Every effort will be made to ensure this notification is sent before 09:00. In instances where the police officer does not send the notification the GMP Safeguarding Team are continuing to send these.

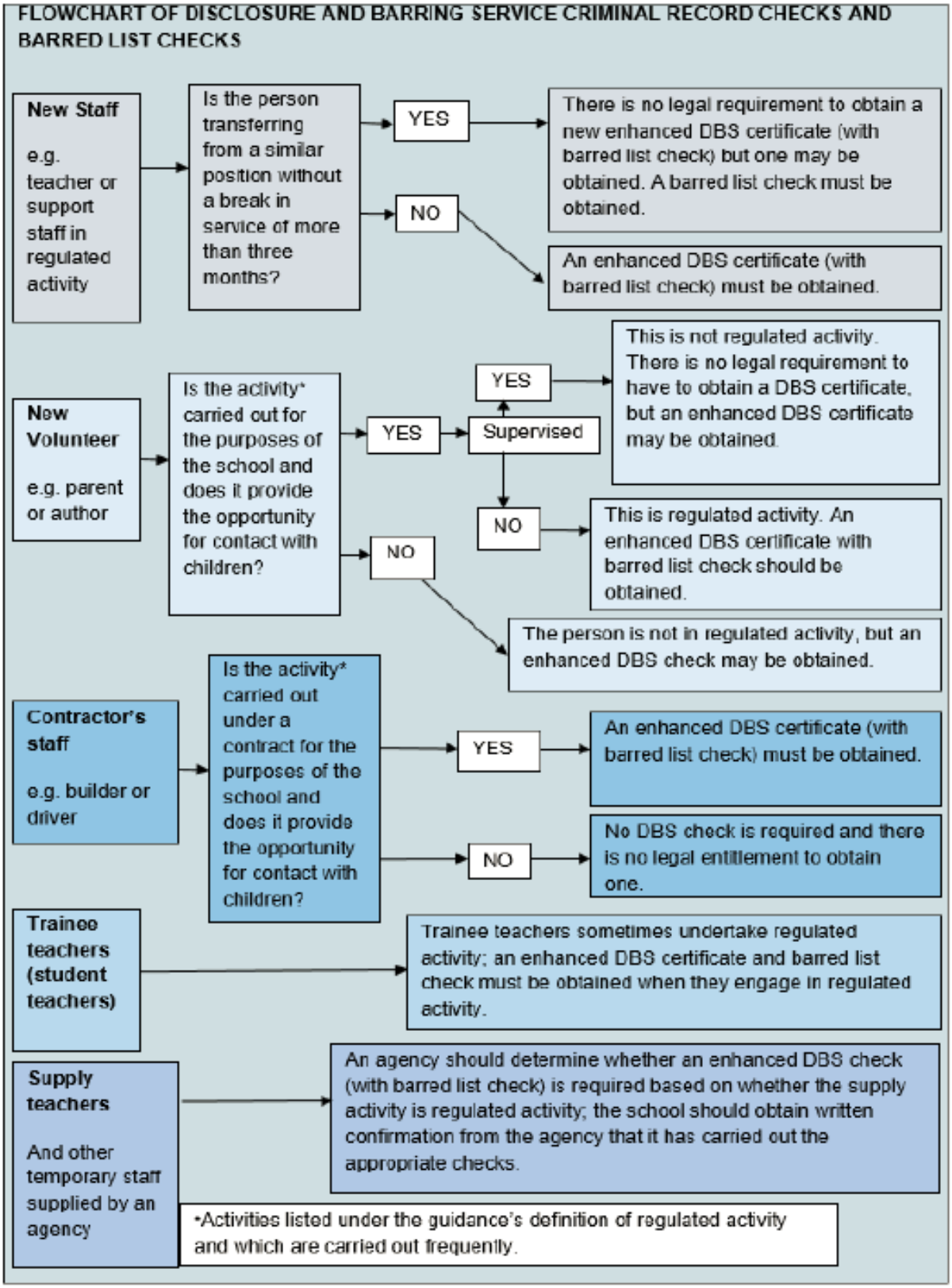
Designated Safeguarding Lead and/or Deputy (Key Adult) will review the information, assess the risk and develop a working strategy.

Working strategy may include checking the child's records for recent concerns, discussion with child's teacher, providing overt or silent support.

If you are concerned the child is being subjected to or has been subject to significant harm you should inform children's social care.

Appendix 10

DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2019

Appendix 11

HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioners
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Appendix 12

Contact details

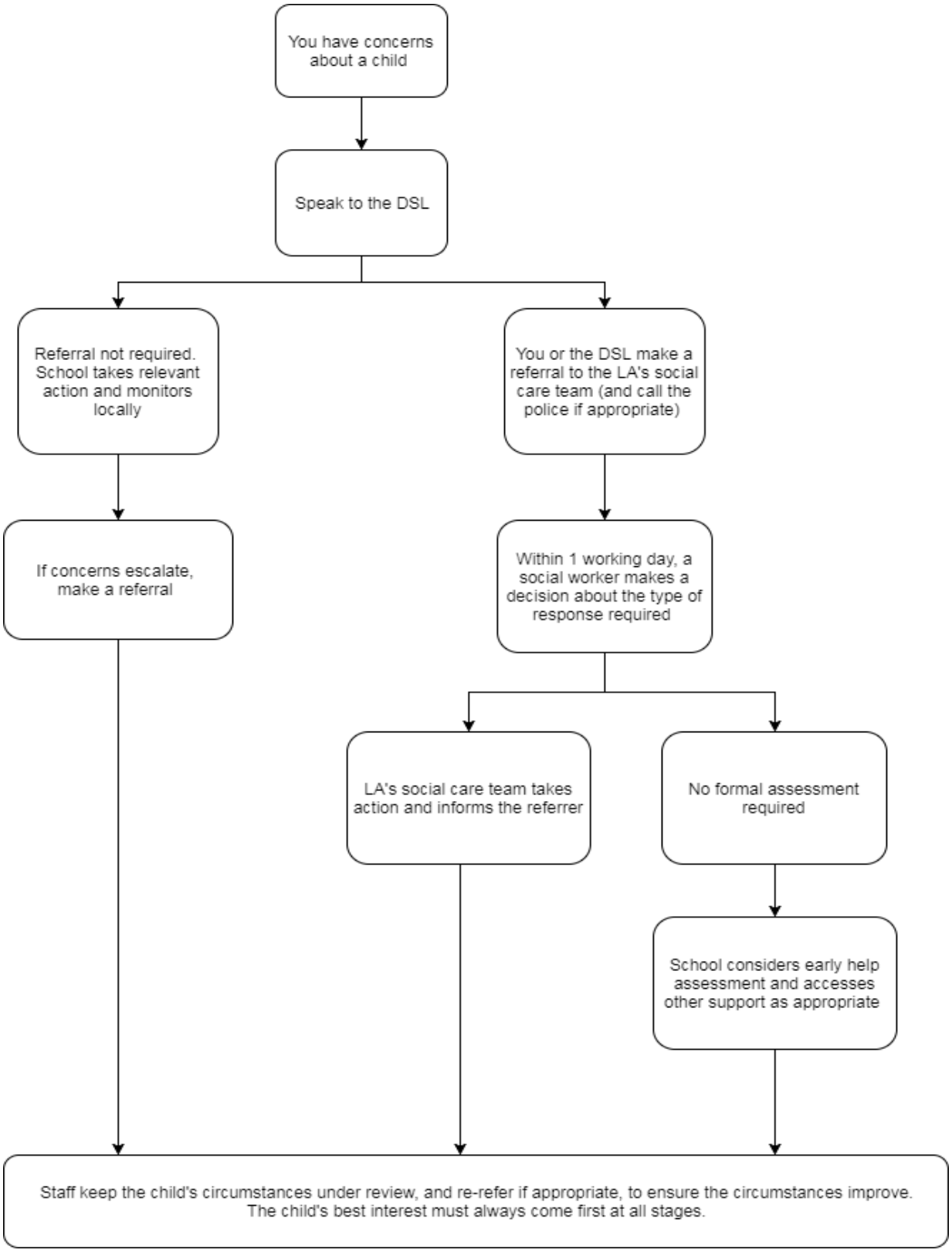
Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 912 8687 TSSP@trafford.gov.uk	Police Non-emergency – 101 Emergency - 999
Social Care Out of Hours Emergency Duty Team 0161 912 2020	
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	

Appendix 13

Trafford Strategic Safeguarding Partnership Level of Need

Level		Description: At this level the child or family…	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	…may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	…are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

Appendix 14 **procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**



Appendix Other links

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination