

URMSTON GRAMMAR

CHILD PROTECTION AND SAFEGUARDING POLICY 2020 - 2021



To reviewed September 2022

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Introduction

Urmston Grammar considers the welfare of our students as its highest priority. We have developed a culture of vigilance and aim to create and maintain a safe learning environment where all children:

- feel safe, secure and valued;
- know they will be listened to and taken seriously.

The Trafford Early Help Strategy is embedded into everyday practice and procedures when responding to our young peoples' needs. Our students have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to RSE, assemblies and cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups which may be considered a minority.

Everyone who comes into contact with young people and their families has a role to play in safeguarding. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a student, staff members must always act in the best interests of the young person.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

KCSIE 2020 defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Purpose and Principles

This policy is based on the model produced by the Trafford Strategic Safeguarding Partnership. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Urmston Grammar 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.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2020, and any other relevant UK legislation and government guidance; including the Education Inspection Framework 2019;
- applies at all times when the school is providing services or activities directly under the management of the Urmston Grammar staff;
- is available on the school's website.

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 Management Policy;
- Staff Code of Conduct;
- IT/Online Safety Policy (revised in accordance with Teaching online safety in school June 2019);
- Whistle blowing Policy;
- Attendance Policy (including Children Missing from Education);
- Relationship/Sex Education Policy;
- Information Sharing Policy

COVID-19 Pandemic

The effects of the COVID-19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the policy was written with regard for the UK Governments 'guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak', and can be found in appendix 13 in this document.

Key Personnel

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

Mr Nick Crowther	Chair of Governing Body Contact Telephone: 0161 748 2875 Contact Email: office@urmstongrammar.org.uk
Mrs Tracey Booth	Nominated Governor for Safeguarding & Prevent Contact Telephone: 0161 748 2875 Contact Email: office@urmstongrammar.org.uk
Mrs Riffat Wall	Headteacher Contact Telephone: 0161 748 2875 ext: 200 Contact Email: rwall@urmstongrammar.org.uk
Mr Tom Kennedy-Fowler	Deputy Headteacher Contact Telephone: 0161 748 2875 ext: 211 Contact Email: tkennedy-fowler@urmstongrammar.org.uk
Mr Phil Roberts	Assistant Headteacher/Designated Safeguarding Lead Contact Telephone: 0161 748 2875 ext: 238 Contact Email: proberts@urmstongrammar.org.uk
Mrs Alison Thomason	Deputy Designated Safeguarding Lead Contact Telephone: 0161 748 2875 ext: 206 Contact Email: athomason@urmstongrammar.org.uk
Miss Alex Lingwood	Head of 6 th Form Contact Telephone: 0161 748 2875 ext: 214 Contact Email: alingwood@urmstongrammar.org.uk

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is a member of the school's leadership team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at Child Protection Conferences and any other relevant meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue or whether a single agency response is more appropriate.

The DSL is will undertake the appropriate level of training every 2 years. The DSL will also ensure that the whole school community has an awareness of safeguarding and child protection.

The DSL will be the key person for any young person assigned a social worker and they will also oversee the sharing of any child protection records with other schools/colleges

Where an emerging need is identified the school may decide to utilise internal support systems - for example; school counsellor, school nurse, pastoral care. All such interventions will be deemed Early Help and recorded appropriately. When engaging external agencies to support a young person and/or their family, an early help assessment will be completed.

Where practicable, arrangements are in place to ensure that the DSL is available when children are taking part in school led activity, this includes other extra-curricular activities. Whilst the DSL may not always be available in person, they will endeavour to be contactable by school mobile or email. The Deputy Designated Safeguarding Lead, Headteacher, Deputy Headteacher and Head of 6th Form may also be contacted in an emergency.

If a young person is in immediate danger or is at risk of harm, a referral will be made to Trafford Council's First Response Team (children's social care) and/or the police immediately. If a young person resides outside of the Trafford area, a referral should be made to the local authority where the young person is resident. Anyone can make a referral. Contact details for Trafford First Response and neighbouring authorities can be found in Appendix 5.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded on the school CPOMS system or in writing if the system is not available.

Governing Body

Our Governing Body ensures there are appropriate policies and procedures in place in order for necessary action to be taken in a timely manner to safeguard and promote children's welfare.

At least one member of the Governing Body is identified as the designated person for safeguarding and Prevent – they will receive appropriate training. This governor will liaise with the DSL on a regular basis to ensure procedures are being followed in school.

Creating a Safeguarding Culture

It is important to us at Urmston Grammar that all young people feel safe and supported in our school

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students.

During secondary schooling, students are maturing, acting more independently and taking on increased responsibilities. This may mean they encounter risky situations, in addition to those which arise from neglect or abuse within their family.

Research suggests that underlying reasons for young people’s poor behaviour are more likely to go unrecognised. This means maltreatment can be masked by ‘difficult’ behaviour and the young person may be treated as a ‘problem’ rather than vulnerable.

Risk and neglect may also not be addressed because there is an assumption that young people can cope more easily than younger children.

These findings indicate the importance of understanding young people’s own perspectives on their difficulties and what may make it hard to seek help.

When young people feel secure and safe in school they flourish both academically and emotionally, in some cases despite having a lack of support outside the school environment.

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



The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3.

Staff are also made aware of other key safeguarding topics - these are:

Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation <i>'County Lines'</i>	Domestic Abuse	Early Help	Female Genital Mutilation
Gangs & Youth Violence	Hate	Peer on Peer Abuse (including Upskirting)	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sexting	Trafficking

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the ‘**Staff learning and development**’ section of this policy.

Operation Encompass

Additional to the above, Urmston Grammar recognises the significant impact domestic abuse can have on children and young people, therefore we have signed up to Operation Encompass.

Operation Encompass is a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. The process for sharing information through Operation Encompass can be found in Appendix 2.

Domestic Abuse

All young people can witness or be adversely affected by domestic abuse and exposure to such abuse can have a serious, long lasting emotional and psychological impact on children.

Urmston Grammar works closely with our local Domestic Abuse Service to ensure our staff and young people are aware of Domestic Abuse.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 6. Our school website also contains a link to GMP website "It's Not Ok" which given advice on CSE

Female Genital Mutilation

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 school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police. Government guidance is also available – See Appendix 7

Private Fostering

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined in the glossary.

Honour Based Violence

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

Peer-On-Peer Abuse

Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and behaviour policy. Incidents which take place outside of school may need to be addressed in school, however the school are clear that where professional advice needs to be sought, it will be. The schools DSL will consult First Response 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. Reports of such incidents will always be treated seriously. Appendix 10 gives guidance on Sexual Violence and Sexual Harassment.

Sexting

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding 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 8.

Attendance

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

To assist with the above, and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school has other means of contacting a key adult.

Prevent

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

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

Our Safeguarding governor is also the lead governor for Prevent. Further guidance is available – See Appendix 9

SEND

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff are to constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties are not

immediately attributed to the special educational need or disability, and that staff are equally considering the risk of abuse or neglect.

Curriculum

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, young people too can play a large part in keeping themselves and their peers safe from abuse and neglect.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

Assemblies and RSE are planned to ensure that our young people receive appropriate and focused information regarding safeguarding issues. The school has appointed a designated coordinator for the delivery of a RSE programme in school.

Further guidance on Teaching Online safety is contained in Appendix 11.

Child Criminal Exploitation (County Lines)

CCE is regarded as a key safeguarding topic. We will ensure our staff are aware of the key indicators of a young person becoming involved in or being at risk of CCE. We will also ensure our young people are educated on this issue using age appropriate resources and outside agencies. Our school website contains a link to GMP website "It's Not Ok" which given advice on CCE. Further guidance is also contained in Appendix 12.

Mental Health

The school has appointed a designated coordinator for the wellbeing of our young people. There is a graduated approach in place to ensure our young people receive the most appropriate support when a need is identified. The school has a Wellbeing Policy in place.

Social Services

At Urmston grammar we recognise that when a young person has a social worker, it is an indicator that the young person is at greater risk of harm. It may also indicate they are facing educational barriers such as attendance, learning, behaviour and poor mental health.

We will ensure that the DSL and/or a key member of staff working with the young person regularly attends any statutory or informal meetings as established by the social worker. We will work closely with the social worker to ensure any plans put in place are actioned.

Reporting Concerns

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and confidentially.

Where a young person makes a disclosure to the member of staff, the young person **must be informed** the information will be passed on to the DSL. **No member of staff will promise confidentiality to a student.**

Staff can record their concern directly on to the school electronic records system – CPOMS or they can contact the DSL directly. Procedures are detailed in the “Staff Safeguarding Booklet”. See Appendix 1 for the reporting flowchart.

“Confide” is an online reporting tool available to our young people to report any concerns.

Information

All information is handled in line with the school’s Information Sharing Policy, which is written in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018. The Data Protection Act does not prevent staff from sharing information with relevant agencies if that information may help protect a young person. Parental consent is not required when sharing safeguarding/child protection information.

All safeguarding/child protection records are stored securely and separately from general student records.

Student records containing safeguarding concerns will be retained until the young person reaches their 25th birthday.

If a student transfers to another school or 6th Form college any safeguarding information will be shared with the new school/college at the point of transition. If the receiving school/college uses CPOMS the information will be shared electronically. Otherwise, paper records will be sent to the new school/college.

Informing Parents/Carers

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

Parents and carers will be informed if a referral is to be made to the relevant social services department or any other agency.

Parents/carers **will not** be informed if it is believed that by doing so would put the young person at risk. In such cases the Designated Safeguarding Lead or the Headteacher will seek advice from First Response.

Staff learning and development

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

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

- Information sharing: advice for practitioners who are providing safeguarding services;
- Part one and Annex A of 'Keeping children safe in education 2020';
- School Behaviour Policy;
- School Policy for Attendance;
- Staff Code of Conduct;
- This Safeguarding & Child Protection Policy;
- 'What to do if you're worried a child is being abused' guidance.

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

- Designated Safeguarding Lead and Deputy Designated Safeguarding Lead;
- Mental Health First Aiders;
- Well-being Co-Ordinator;
- Designated Teacher for Looked After Children;
- SENDCo.

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

- Mentoring;
- Online learning;
- Posters in the staff room/work stations detailing referral processes and key topics;
- Shadowing;
- Staff handbook;
- Staff induction pack;
- Standing agenda item staff meetings;
- Training;
- NSPCC, Andrew Hall and E-safety/online safety email updates for staff and governors.

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

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

Safeguarding training is offered out to all volunteers working in school and the Governing Body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

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

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

Safer Recruitment

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

Checks undertaken include:

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

Our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (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 school, and that they will be expected to present identification upon arrival.

More information can be found in Appendix 3 relating to when a barred list check would be carried out.

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

Managing allegations against professionals who work with children

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

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child;
- 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 young people in their personal or professional life.

All staff are reminded of the schools Whistleblowing Policy, which may be found on the Y Drive.

Safeguarding or child protection allegations about members of staff must be reported immediately to the Headteacher, or in their absence the Deputy Headteacher.

Allegations concerning the Headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.

These concerns will be discussed with the Local Authority Designated Officer (LADO) immediately. Contact details for the LADO for Trafford can be found in Appendix 5.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

Further guidance on how school will deal with such allegations can be found on the Y drive.

Glossary

A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
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	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

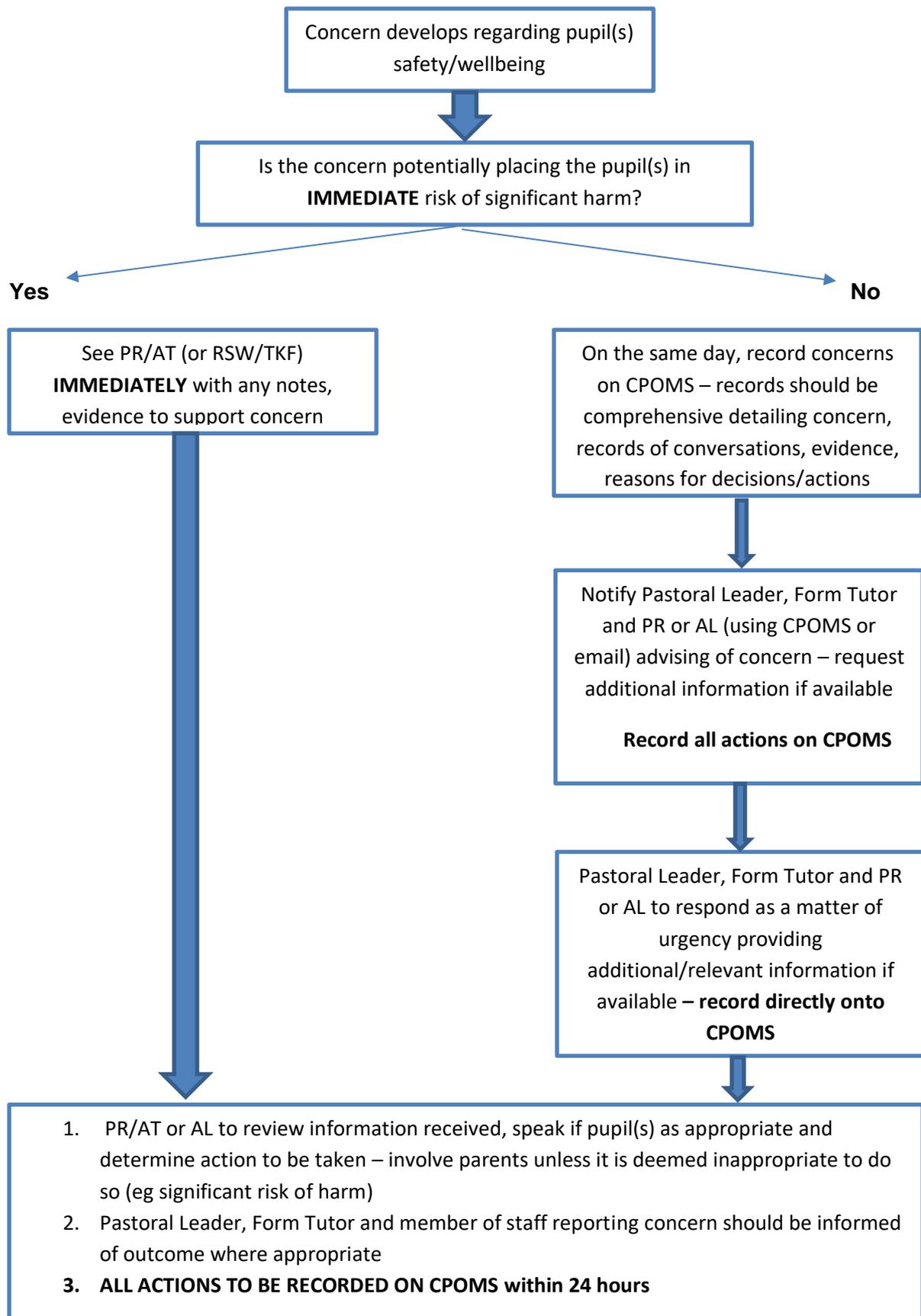
	<p>over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	<p>Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>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.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult. They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p>

	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Peer on Peer Abuse	Peer on peer 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 peer on peer abuse is under the age of 18. See Upskirting definition
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.

	<p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sexting	<p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>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.</p> <p>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</p>
Trafficking	<p>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.</p>

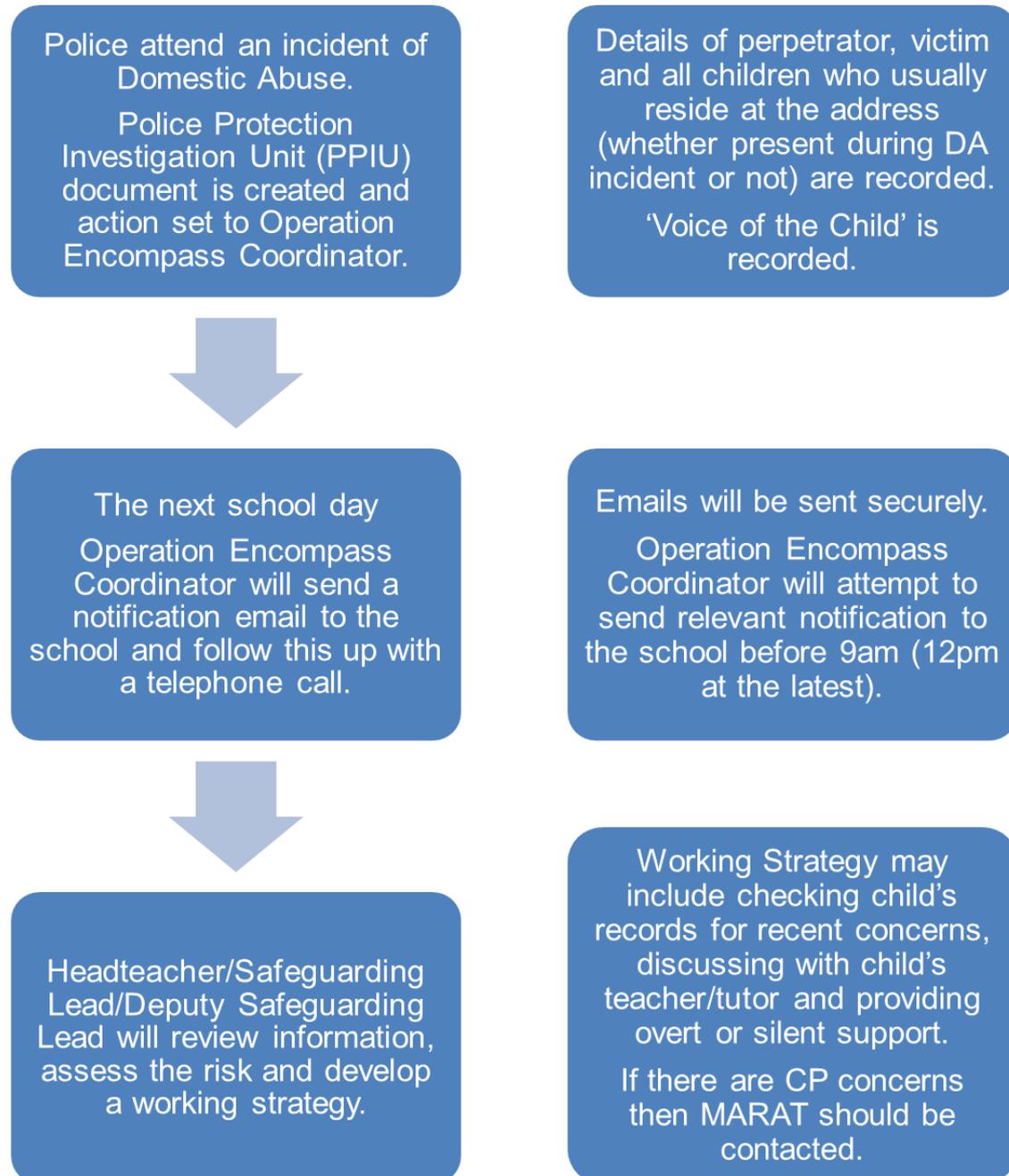
Upskirting	A form of Peer-On-Peer Abuse. Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
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Appendix 1 - Urmston Grammar Child Protection & Safeguarding Flow Chart

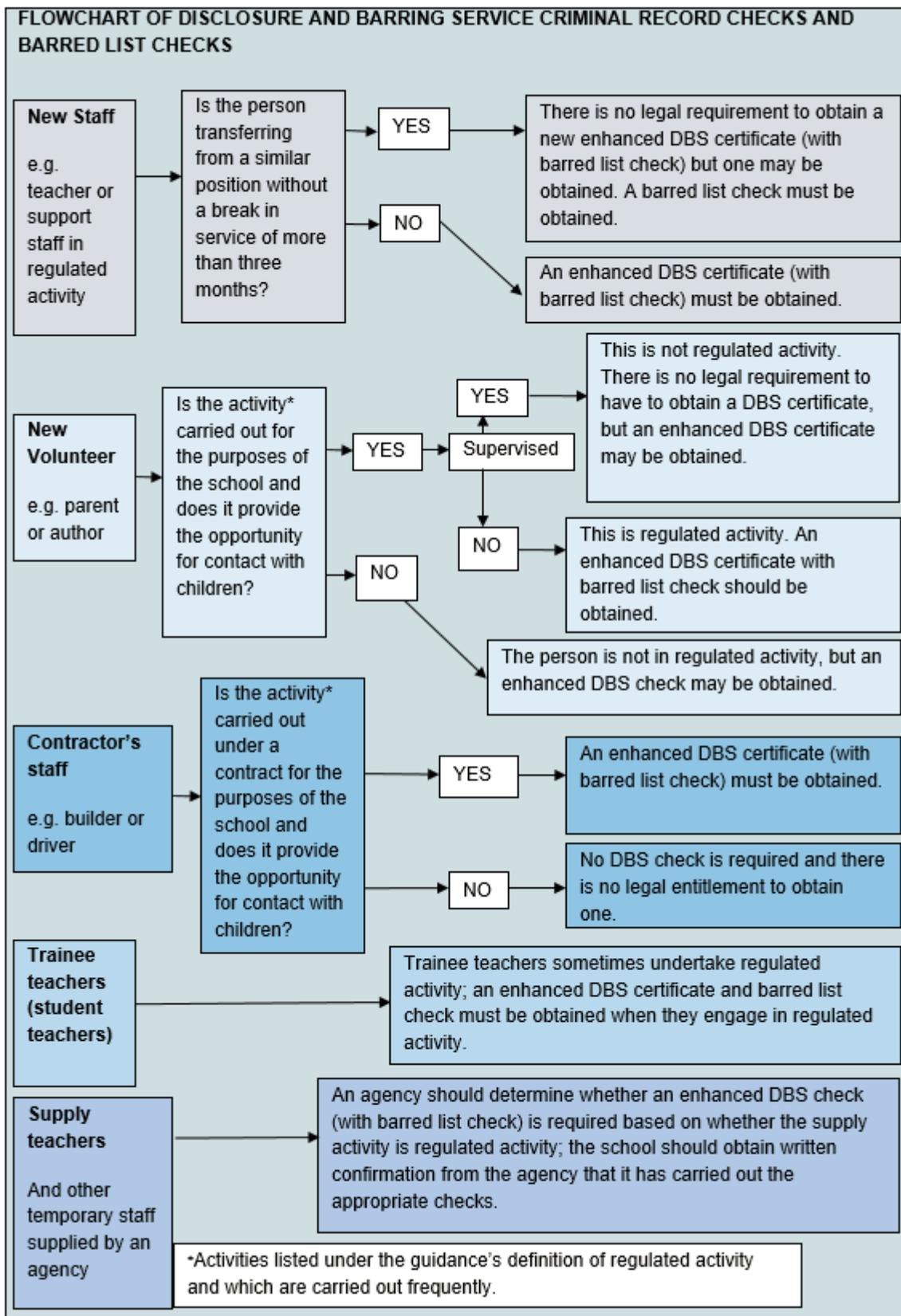


Appendix 2 – Operation Encompass Flowchart

Operation Encompass Process



Appendix 3 – DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2018

Appendix 4 – 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 5 – Contact details

Where a pupil resides in Trafford area:

<p>Trafford First Response – Children’s Social Care 0161 912 5125 marat@trafford.gov.uk</p>	<p>Trafford Out of Hours Emergency Duty Team Social Care 0161 912 2020</p>
<p>Trafford Strategic Safeguarding Board 0161 912 8687 TSSB@trafford.gov.uk</p>	<p>Trafford Local Authority Designated Officer (LADO) Anita Hopkins 0161 912 5125 marat@trafford.gov.uk</p>
<p>Police Non-emergency – 101 Emergency - 999</p>	<p>NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk</p>

Where a pupil resides in the Salford area:

<p>Salford Social Services The Bridge Partnership can be contacted 0161 603 4500</p>	<p>Salford Social Services – Out of Hours Emergency Team 0161 794 8888.</p>
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Where a pupil resides in the Manchester area:

<p>Manchester Social Services 0161 234 5001 mcsreply@manchester.gov.uk</p>	
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Appendix 6 - 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 7 Multi-agency Guidance on Female Genital Mutilation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

Appendix 8 – UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 9 – Prevent/Extremism

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Appendix 10 – Sexual Violence & Sexual Harassment in Between Children in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Appendix 11 – Teaching Online Safety in schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Appendix 12 – Criminal Exploitation of Children and Vulnerable adults: County Lines
Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Appendix 13 – Covid Addendum

Introduction

Urmston Grammar considers the welfare of our students as its highest priority. During the current Coronavirus (Covid-19) outbreak it is even more important to ensure that our child protection and safeguarding policy reflects the revised arrangements for keeping young people safe.

Purpose and Principles

This addendum:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2020, and any other relevant UK legislation and government guidance; including the Education Inspection Framework 2019;
- applies at all times when the school is providing services or activities directly under the management of the Urmston Grammar staff during the current Coronavirus outbreak;
- is available on the school's website;
- has been agreed with the school's governing body

Where practicable, arrangements are in place to ensure that the DSL or Deputy DSL are available either in person or via telephone or email. In the event of the DSL and Deputy DSL being unavailable – for example becoming unwell – the Headteacher or Deputy Headteacher will be available.

If a young person is in immediate danger or is at risk of harm, a referral must be made to Trafford Council's First Response Team (or the relevant local authority social services team) and/or the police immediately. Anyone can make a referral. Contact details for First Response are found at the end of this addendum. Contact details for Manchester and Salford social services departments are also included.

All verbal conversations that take place regarding safeguarding concerns will be promptly recorded on the school CPOMS system or in writing if the system is not available.

Governing Body

Our Governing Body ensures there are appropriate policies and procedures in place in order for necessary action to be taken in a timely manner to safeguard and promote children's welfare.

The Governing Body has been notified of this addendum and the interim arrangements put in place.

Arrangements during enforced closure (full or partial)

Vulnerable Pupils

The DSL, and SENDCo have identified pupils considered to be vulnerable as defined by government guidelines. Vulnerable pupils are those with:

- An Educational Health Care Plan (EHCP)
- A social worker
- A Looked After Child (LAC) or Previously LAC(PLAC)

Pupils with an EHCP, defined as Child in Need/Child Protection or LAC/PLAC will be offered a place in school during any “lockdown” period. These pupils will be monitored and appropriate supported offered as and when necessary. If the pupil has a named social worker the school will maintain contact with the social worker as appropriate. Trafford LA has requested information relating to vulnerable pupils who reside in the Trafford area. This information will be recorded and submitted to Trafford LA as requested. Where pupils reside outside of the Trafford area, the school will respond to requests for information made by the relevant LA.

Where vulnerable pupils have opted NOT to attend school, their parents/carers will be contacted weekly by a member of staff and a system agreed to maintain contact during the enforced closure. They will be advised of who to contact in school should the need arise.

Other Pupils Considered to be Vulnerable

Along with the DSL and SENDCo, the Pastoral Heads and school counsellor have also identified students who may be vulnerable during this uncertain period. These include pupils with mental health concerns or other well-being issues. Information will be sent to these pupils and regular contact maintained – at least weekly. If appropriate, information will also be sent to their parents. Contact will be recorded on CPOMS by the member of staff linked with that pupil.

Pupils whose parents are also designation keyworkers will also be offered a place in school during the enforced closure.

A record of all pupils’ attendance will be kept and their parents/carers will be contacted by 9am each morning if they do not attend.

All Other Pupils

Whilst school is closed to pupils in particular year groups, staff still have a duty to safeguard all pupils. Staff will maintain contact with pupils via school email accounts, Show My Homework and other online media permitted within the school's e-safety policy. All urgent concerns will be reported immediately to the DSL or the SLT member on duty. Other concerns should be directed to the Head of Year in the first instance who may liaise with the DSL or SLT member on duty.

Staff in School

A member of SLT, a first aid trained member of staff and either the DSL or Deputy DSL will be scheduled to be in school each day school is open. A member of the teaching staff will be required to supervise any students in school. A record of staff on site must be maintained. This information is shared with the DfE and Trafford LA each day when the school is open.

Staff are required to adhere to the staff code of conduct at all times. This also applies to any online contact staff may have with pupils.

During an enforced closure; no volunteer staff, peripatetic staff or newly appointed staff will be permitted to have direct contact with pupils unless they have a current DBS and have been risk assessed. The Single Central Record will be updated as necessary.

In September 2020 safeguarding training for all staff will be delivered as usual at the start of the new academic year. Induction training for new staff and trainee staff will also be delivered.

All staff will continue to receive weekly safeguarding bulletins. Any new or revised safeguarding guidance will be circulated to all staff via email or shared during the online staff briefing. Where possible, safeguarding presentations will be delivered during whole staff meeting.

Allegations Against Adults Working with Children

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our setting they will report these concerns directly to the Principal or DSL as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable, but an email or text message is not acceptable as this may not be picked up in a timely manner.

It is made clear to staff in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the Principal so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

Well Being

Urmston Grammar takes a proactive approach when considering the mental health of all our pupils. The current circumstances may have a negative impact of the mental health of our young people and their parents. The Well Being Coordinator will ensure that support is published and readily available for our pupils and parents. Resources will be sent via email to pupils and published on our school website, on the shared drive and through Show My Homework.

Bereavement

Unfortunately, some of our young people may experience bereavement during this time. School will be able to provide details of organisations who are able to support young people at their families during such difficult times. Bereavements will be managed in accordance with the school's existing bereavement policy.

Young People Moving School

During the enforced closure we may be notified that a pupil is transferring to another school or college. When this happens the DSL will ensure that any safeguarding information is transferred appropriately. The SENDCo will ensure that any SEND information is transferred, particularly where an EHCP is in place.

Arrangements when school is open (full or partial)

Self-Isolation

There will be occasions when individual pupils, groups or whole cohorts will be required to self-isolate and stay away from school.

In the event of a vulnerable pupil being advised to stay at home, the Attendance Officer will inform the DSL.

The DSL will arrange for an appropriate member of staff to keep in touch with the young person and/or parent/carer in order to ensure the needs of the young person are being met.

All contacts will be recorded on the school CPOMS.