



Co-op Academy  
Swinton

# Safeguarding and Child Protection Policy

Issue 1 | 01 September 2022

Approved Review Date by Governors: 28 September 2022

Co-op Academies Trust Safeguarding & Child Protection Policy

Co-op Academy Swinton Sefton Road, Pendlebury, Swinton, M27 6JU

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[www.swinton.coopacademies.co.uk](http://www.swinton.coopacademies.co.uk)

## Overview

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| This policy has been written for:   | All staff and pupils/students at Co-op Academy Swinton including visitors, volunteers and third party contractors.  |
| Copies of this policy may be obtained from:   | <ul style="list-style-type: none"> <li>• The academy website <a href="https://swinton.coopacademies.co.uk/">https://swinton.coopacademies.co.uk/</a></li> <li>• It is available as a hard copy on request from the academy office</li> </ul>  |
| Participants and consultees in the formulation of this policy were:                                     | The Headteacher/Principal, Senior Leadership Team, Staff and Governors  |
| Edition, Review frequency and dates:  | <p>Issue: 1<br/>           Date written: 01 September 2022<br/>           Ratified by AGC: 28 September 2022<br/>           Date of next review: September 2023</p> <p>This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.</p>   |
| Relevant Trust policies, statutory guidance, circulars, legislation & other sources of information are: | <p><a href="#">Keeping children safe in education 2022</a><br/> <a href="#">Working Together to Safeguard Children (WTTSC 2018)</a> <a href="#">The Children Act 1989 (and 2004 amendment)</a><br/> <a href="#">What to do if you are worried a child is being abused (2015)</a><br/> <a href="#">Serious Crime Act 2015,</a><br/> <a href="#">Statutory guidance on FGM</a><br/> <a href="#">Guidance on the Prevent duty</a><br/> <a href="#">Children Missing Education – Statutory guidance for local authorities (DfE September 2016)</a><br/> <a href="#">Education and Training (Welfare of Children) Act 2021</a> <a href="#">Childcare (Disqualification) Regulations 2018</a><br/> <a href="#">DfE guidance Safeguarding and protecting people for charities and trustees.</a><br/> <a href="#">DfE Guidance on Information Sharing (July 2018)</a><br/> <a href="#">Statutory guidance PACE Code C 2019 – Appropriate adult.</a><br/> <a href="#">Online Safety Policy</a><br/> <a href="#">Safer Recruitment Policy</a><br/> <a href="#">Colleague Code of Conduct</a><br/> <a href="#">Whistleblowing Policy</a><br/> <a href="#">Managing Safeguarding concerns and allegations against staff</a></p> |
| The Lead Member of staff is:  | Simon Rigby   |
| Definitions and key terms used in this policy:  | <p>DSL (Designated Safeguarding Lead)<br/>           DDSL (Deputy Designated Safeguarding Lead) KCSIE (Keeping Children Safe in Education)</p>  |

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| The Rationale and Purpose of this policy: | This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.   |
| Appendices:                               | Cause for concern form for visitors, supply staff, volunteers and third party contractors who do not have access to CPOMS.   |
| Acknowledgement:                          | This policy is based on the Child Protection policy at West Heath School and adapted for Co-op Academies Trust. Should any organisations incorporate large sections of this policy without alteration please make similar appropriate acknowledgement of this. |

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|----------------|---|
| Key Personnel: | <p>The Designated Safeguarding Lead (DSL) is:<br/> Simon Rigby 0161 794 6215<br/> <a href="mailto:simon.rigby@coopacademies.co.uk">simon.rigby@coopacademies.co.uk</a></p> <p>The Deputy Designated Safeguarding Lead (DDSL) is:<br/> Stephanie Hinton <a href="mailto:stephanie.hinton@coopacademies.co.uk">stephanie.hinton@coopacademies.co.uk</a></p> <p>Mary Howarth: <a href="mailto:mary.howarth@coopacademies.co.uk">mary.howarth@coopacademies.co.uk</a><br/> Chris Bowcott: <a href="mailto:chris.bowcott@coopacademies.co.uk">chris.bowcott@coopacademies.co.uk</a><br/> Laura Cope: <a href="mailto:laura.cope@coopacademies.co.uk">laura.cope@coopacademies.co.uk</a><br/> Gemma Daley: <a href="mailto:gemma.daley@coopacademies.co.uk">gemma.daley@coopacademies.co.uk</a><br/> 0161 794 6215</p> <p>The Designated Teacher for Children Looked After and previously is: Simon Rigby 0161 794 6215<br/> <a href="mailto:simon.rigby@coopacademies.co.uk">simon.rigby@coopacademies.co.uk</a></p> <p>Regional Director with responsibility for Safeguarding Karine Hendley <a href="mailto:karine.hendley@coopacademies.co.uk">karine.hendley@coopacademies.co.uk</a></p> <p>Regional Safeguarding and Child Protection Lead is: Catherine McCarney 0161 552 7912<br/> <a href="mailto:catherine.mccarney@coopacademies.co.uk">catherine.mccarney@coopacademies.co.uk</a></p> |
|                | Link governor for safeguarding is: Abigail Harley-Tuffs   |
|                | Nominated Safeguarding Trustee is: Jane Cowell  |

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# What to do if you have a Safeguarding Concern

Why are you concerned? *For example:*

- Something a child has said - e.g. allegation of harm
- Child's appearance - may include unexplained marks as well as dress
- Behaviour change      • Witnessed concerning behaviour



Act immediately and record your concerns using the CPOMS or a cause for concern form. If urgent, speak to a DSL first

*Follow the academy procedure:*

- Reassure the child      • Clarify concerns if necessary (TED: Tell, Explain, Describe)
- Use child's own words      • Sign and date your records      • Seek support for yourself if required from DSL



Inform the Designated Safeguarding Lead



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| <p><b>Designated Safeguarding Lead</b></p> <ul style="list-style-type: none"> <li>• Consider whether the child is at immediate risk of harm e.g. unsafe to go home</li> <li>• Consider Salford Safeguarding Children Partnership 'Threshold of need and Response' document <a href="https://safeguardingchildren.salford.gov.uk/media/1147/thresholds_of_need_2019_v9.pdf">safeguardingchildren.salford.gov.uk/media/1147/thresholds_of_need_2019_v9.pdf</a></li> <li>• Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services</li> <li>• If unsure, consult with the Trust safeguarding and child protection lead or Local Authority Social Worker at the Front Door.</li> </ul> | <p><b>If you are unhappy with the response Staff:</b></p> <ul style="list-style-type: none"> <li>• Follow local escalation procedures</li> <li>• Follow Whistleblowing procedures</li> </ul> <p><b>Students and Parents:</b></p> <ul style="list-style-type: none"> <li>• Follow school complaints procedures which you will find are set out in our Complaints Policy. This can be found on our website.</li> </ul> |
|---|--|



Record decision making and action taken in the learner's Child Protection/Safeguarding File



**Monitor** *Be clear about*

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record



Review and request further support (*if necessary*)



At all stages the child's circumstances will be kept under review. The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

# Process for responding to sexual violence, sexual harassment and harmful sexual behaviour

Fig. 1 Victim and Perpetrators

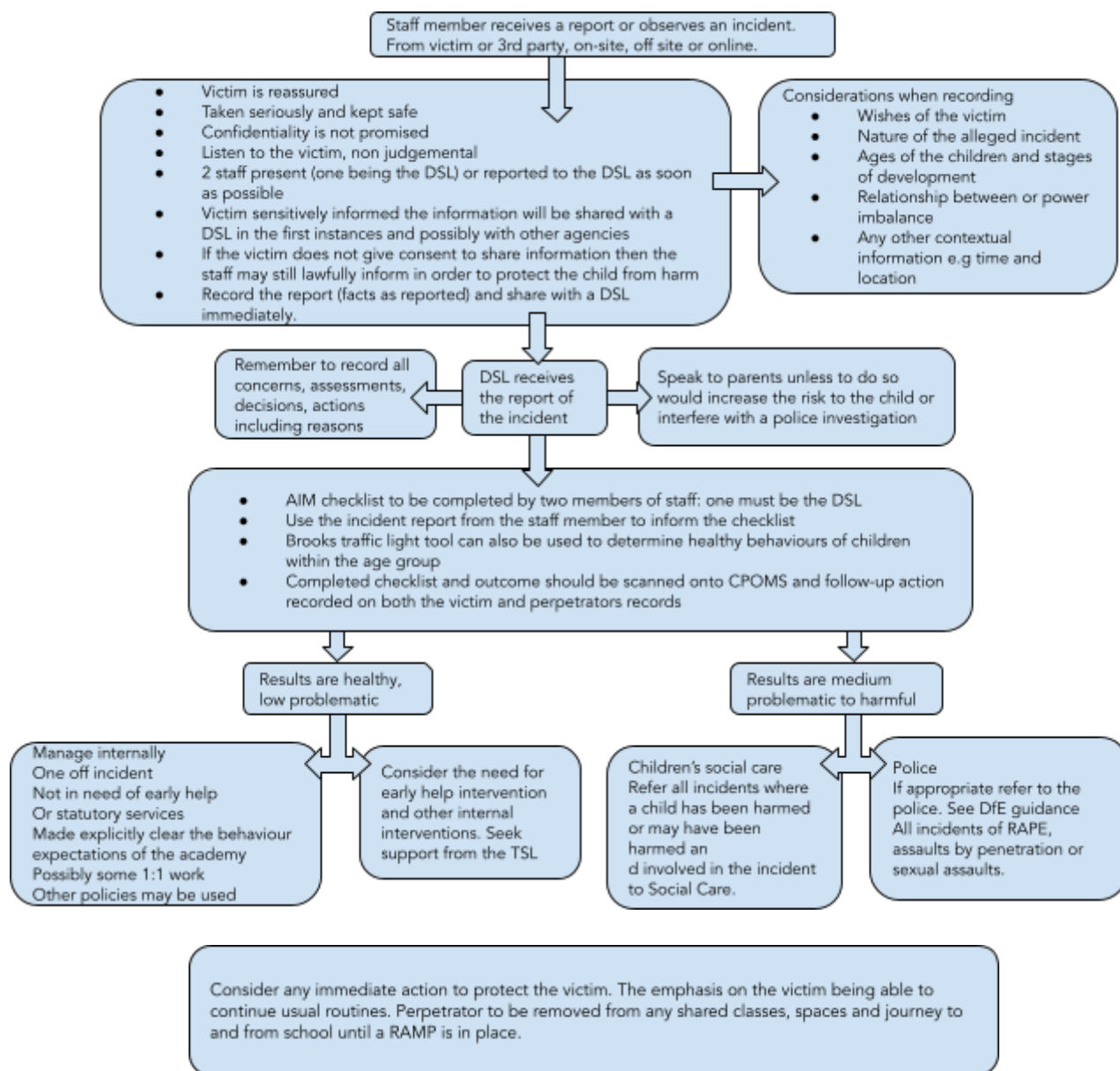


Fig. 2 Continue this process for the victim

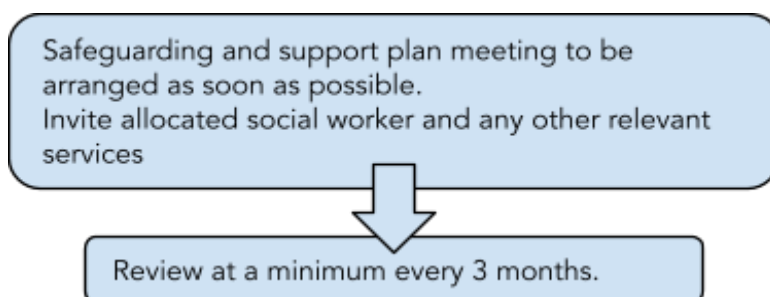
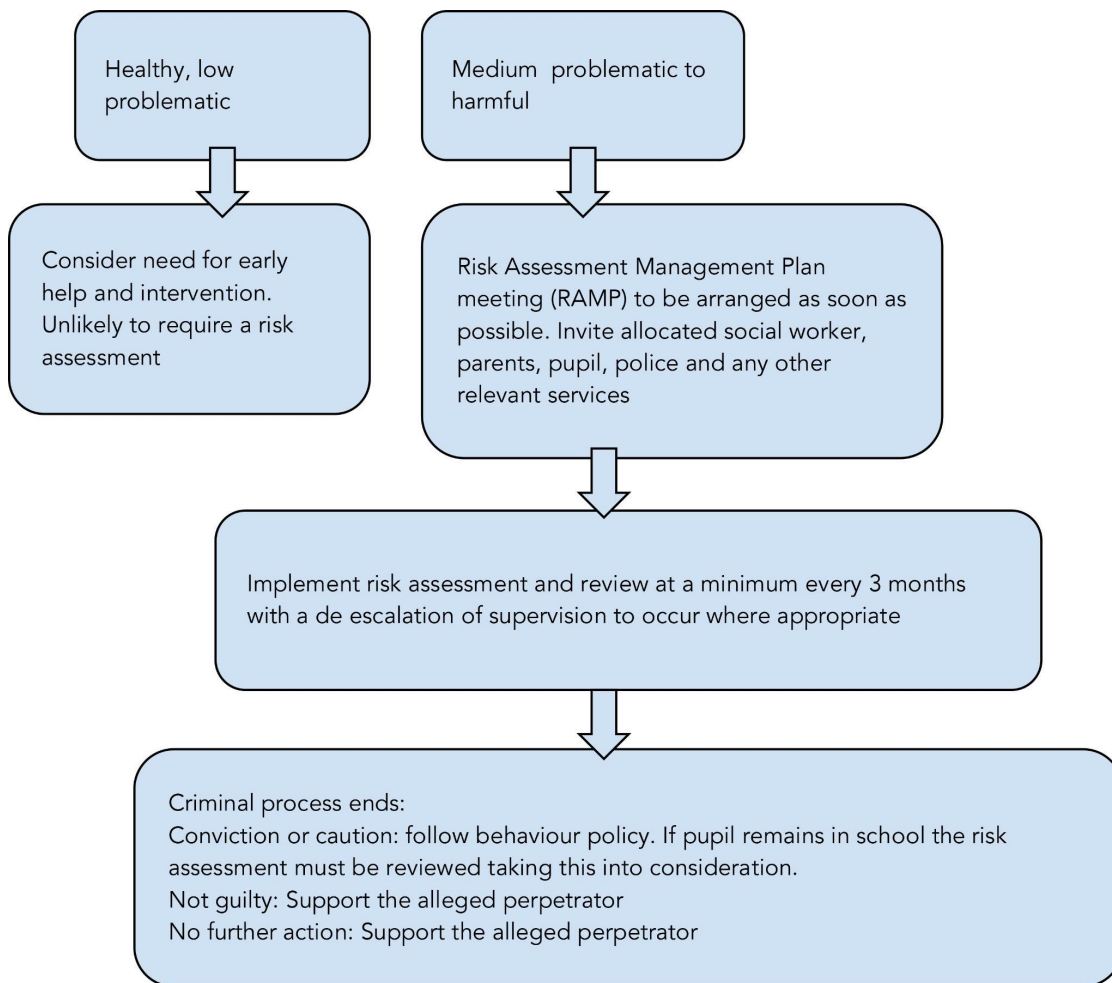




Fig. 3 Continue this process for alleged/perpetrator



## Introduction and Ethos

Co-op Academy Swinton is committed to safeguarding every student. We acknowledge that safeguarding is everyone's responsibility and ensure all of our staff are trained to be vigilant and aware of the signs and indicators of abuse and understand and follow safe working practices.

The viewpoints and voice of children is of paramount importance to our academy and we will always listen to their wishes, thoughts and feelings, as well as identifying and supporting their needs. We will have due regard to the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Duty in order to ensure that the needs of our pupils are met. We will work alongside students to develop trusting, consistent and professional relationships and show we care by advocating the early help process where possible. We will identify any difficulties or concerns early in order to act preventatively. We will always provide support and advice for families and parents/carers, whilst acting in the best interests of the child at all times and doing what matters most. Safeguarding also includes ensuring we work in an open and honest way, enabling our children to feel safe by providing a secure learning environment, where they are equally protected regardless of any barriers they may face and are able to grow and develop in the same way as their peers.

Co-op Academy Swinton safeguards children by:

Recognising that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face

- Maintaining a secure site and ensuring that all visitors to the academy are recorded, monitored and clear about how to raise a safeguarding concern should one arise.
- Ensuring that safer recruitment practices are followed to prevent those who pose a risk to children gaining access to them.
- Ensuring that all staff employed by the academy have received all necessary pre-employment checks, which are recorded in the single central record (SCR).
- Filtering and monitoring all internet traffic into the academy to ensure that children cannot be exposed to harmful material and communication.
- Providing regular training and briefings for all staff, and volunteers, in child protection and ensuring that all staff, volunteers and visitors know who our designated safeguarding officers and designated senior lead are.
- Ensuring that admission and attendance procedures are robust to protect children, ensure that they are safe and prevent children from going missing from education.
- Empowering young people to identify risks both within the academy and in their community; ensuring that they have the skills and confidence to help and protect themselves and others.
- Making sure that all children understand the importance of reporting concerns about themselves and their peers and giving them the confidence to discuss sensitive issues.
- Providing pastoral and inclusion support to ensure that all children have access to guidance and advice, and when needed referrals for additional agency support to meet their needs.
- Sharing information when appropriate with other agencies and services to ensure that children and their families have support to meet their needs and prevent students from harm or further harm

- Taking immediate action and contacting the appropriate agencies when we believe that a child is in danger or is at risk of harm.
- Endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of an emergency, and in case there are welfare concerns at the home.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy and the Department for Education, 'Safeguarding and protection people for charities and trustees' Oct 19.
- The procedures contained in this policy apply to all staff, (including Trustees, temporary or third-party staff and volunteers) and are consistent with those outlined within KCSIE 2022.

## Policy Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance.

This includes:

- DfE Keeping Children Safe in Education 2022 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted: Education Inspection Framework' 2019
- Framework for the Assessment of Children in Need and their Families 2000)
- The Support and Safeguarding in Salford: Helping children to thrive guidance
- Early Years and Foundation Stage Framework 2021 (EYFS)
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

As a result of the pandemic, we acknowledge that some children will continue to return in September 2022 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support children.

## Definition of Safeguarding

In line with KCSIE 2022 (as detailed in Part One and Annex A), safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

The academy acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and Neglect
- Bullying (including prejudice-based and cyberbullying)
- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE)
- County Lines
- Child Sexual Exploitation (CSE)
- Child on child abuse
- Children and the court system
- Children missing from education (CME)
- Children with family members in prison
- County lines
- Cybercrime
- Domestic abuse
- Drugs and alcohol misuse
- Extra familiar harms (risks outside the family home)
- Fabricated or induced illness
- Forced marriage
- Gangs and youth Violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human Trafficking
- Mental health
- Missing children
- Modern slavery
- Online safety
- Preventing radicalisation
- Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So-called 'honour'-based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Upskirting

- Youth produced sexual imagery

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face

## Related Safeguarding Policies

This policy is one of a series in our Trust's and academy's safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour
- Looked after and previously looked after child policy
- First Aid Policy
- PSHE Policy
- Supporting pupils with Medical Needs
- Children with health needs who can't attend school
- Staff handbook
- Intimate Care Policy
- Trust Online Safety Policy
- Trust Social Media Policy
- School trips
- Trust Induction & Probationary Policy
- Trust Managing safeguarding concerns and allegations against staff policy
- Trust Health and Safety Policy
- Trust Positive Handling Policy
- Trust Exclusion Policy
- Trust Colleague Code of Conduct
- Trust Whistleblowing Policy
- Trust Safer Recruitment Policy
- Trust Complaints Policy
- Trust GDPR and Data Protection

## Policy Compliance, Monitoring and Review

All academies within Co-op Academies Trust are expected to adopt this policy and to adapt it to reflect their individual academy, making reference to the locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.

Our Trust and Co-op Academy Swinton will review this policy at least annually. The policy will be revised following any national or local policy updates as safeguarding issues emerge and evolve, including

lessons learnt.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part one or Annex A of KCSIE 22. Staff who work with children will also be provided with a copy of Annex B. Copies can be found on the academy website.

All parties should notify the DSL if they are concerned that the policy does not reflect practice in the academy and follow escalation procedures if concerns are not promptly acted upon.

Parents/carers can obtain a copy of the school's Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website: [swinton.coopacademies.co.uk](http://swinton.coopacademies.co.uk)

The policy forms part of our academy development plan and will be reviewed annually (or more frequently if required) by the Trust. The Academy Governing Council (AGC) will have responsibility to ensure that the policy reflects local procedures and maintains oversight of the policy to ensure effective implementation.

The Designated Safeguarding Lead and Head Teacher/Principal will ensure regular reporting on safeguarding activity and systems to the Academy Governing Council, including the annual safeguarding report and minutes from any Safeguarding Link Governor visits. The Regional Director with responsibility for Safeguarding will report to the Trustees.

The Trustees and governors will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

## Key Responsibilities

The Trustees, the Academy Governing Councils, Head Teacher/Principal, Executive Leadership Team, Senior Leadership Team and Regional Safeguarding Leads have read and will follow KCSIE 2022.

Co-op Academy Swinton has nominated a link governor for safeguarding and child protection. This is Abigail Harley-Tuffs. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The Academy Governing Council, Head Teacher/Principal, Senior Leadership Team and regional Safeguarding Leads will ensure that the Designated Safeguarding Lead is supported in their role.

## Designated Safeguarding Lead (DSL)

The academy has appointed a member of the leadership team, Simon Rigby, as the Designated Safeguarding Lead (DSL). Additionally, the academy have appointed Deputy DSLs Stephanie Hinton, Mary Howarth, Chris Bowcott, Laura Cope, Gemma Daley who will have delegated responsibilities and act in the DSLs absence.

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in the academy. Whilst the activities of the DSL may be delegated to the deputies, the ultimate

lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The Principal will be kept informed of any significant issues by the DSL.

The DSL will act as the central contact point for all staff to discuss any safeguarding concerns.

The DSL will be given the time, training, resources and support to:

- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- When supporting children with a social worker or children who are looked after the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with KCSIE 2022 and WTSC 2018
- Ensure that locally established procedures as put in place by Salford safeguarding children's partnership, including referrals, are followed, as necessary.
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences and core group meetings)
- Manage and monitor the school role in any multi-agency plan for a child.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site and can not be contacted by phone or online video, for example working from home, a senior leader will assume responsibility for coordinating safeguarding on site.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and academy leadership staff.
- Be responsible for responding to domestic abuse notifications from the local authority and providing support to children and their families as appropriate
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2022.
- Carry out the DSL responsibilities outlined in the Trust's Online Safety Policy.

The full responsibilities of the DSL are set out in Annex C of KCSIE 2022 – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

## Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.

- Be prepared to identify children who may benefit from early help and may warrant early help intervention,
- Understand the early help process and their role in it by reporting emerging problems that may warrant early help intervention to/by Simon Rigby, Stephanie Hinton, Mary Howarth, Chris Bowcott, Laura Cope and Gemma Daley who will have delegated responsibilities and act in the DSLs absence.
- Understand their academy safeguarding policies and systems. ● Undertake regular and appropriate training which is regularly updated. ● Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful
- Understand the academy's procedures for recording cause for concerns and passing information on to DSLs in accordance with the academy's recording systems.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality. ● Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Understand the process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play.
- Carry out relevant staff responsibilities outlined in the Trust's Online Safety Policy.

## The Principal

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

- Ensuring that staff (including temporary and supply staff), volunteers and third party contractors are informed of this policy as part of their induction ● Communicating this policy to parents when their child joins the academy and via the academy website
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2022) are reflected in their job description.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring all staff undertake regular safeguarding and child protection training, as detailed in the Trust Safeguarding and Child Protection Handbook 2022-23.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer where appropriate.
- Ensuring that all recommendations made by our Trust in relation to strengthening the school's safeguarding arrangements are actioned in line with agreed deadlines.
- Carry out the Head Teacher responsibilities outlined in the Trust's Online Safety Policy.



## The Academy Governing Council

- The academy governing council will approve this policy at each review and hold the head teacher to account for its implementation and any actions/recommendations made by our Trust and the local multi-agency partnership arrangements in respect to strengthening the academy's safeguarding arrangements.
- The academy governing council will create a strong culture of safeguarding in the academy in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development and monitor the effectiveness of this and other related safeguarding policies .
- All academy governing council members will attend our Trust's safeguarding and child protection training to develop their understanding of their strategic roles and responsibilities including online safety on appointment and then at least once every three years.
- The academy governing council will appoint a link governor. The link governor is Abigail Harley-Tuffs. They will monitor the effectiveness of this policy in conjunction with the academy governing council.
- Link safeguarding governors must access the Trust's safeguarding and child protection training prior to appointment or as soon as reasonably practicable afterwards and must endeavour to engage with all termly safeguarding network meetings.
- Link safeguarding governors must access our Trust's additional designated safeguarding governor training once every three years and follow the guidance for link safeguarding governors in the Trust's Governors' Handbook.
- Staff governors cannot be the link governor with responsibility for safeguarding and child protection.
- In the event that safeguarding concerns, or an allegation of abuse is made against the Head Teacher, the Chair of Governors may be asked to act as the 'case manager'. (Alternatively, this may be the Regional Safeguarding Lead or the Regional Director).
- The academy governing council will ensure that the school has appropriate IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- The academy governing council, along with the academy's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant academy lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the expectations of our Trust and the requirements set out in KCSIE (2022).
- The full responsibilities of our Trust Board are set out in Part two of KCSIE (2022) – The management of safeguarding. Our academy governing council, as delegated by the Trust Board, will ensure that our academy is fully compliant with our statutory safeguarding responsibilities.
- All members of the AGC must sign the Trust's code of conduct for governors and must not behave in any way that puts the safety or well being of children and young people at risk. Any breach of the code of conduct may lead to their removal from the AGC.

## The Trustees

In addition to the responsibilities set out in KCSIE 22, The Co-op Academies Trust has charitable status and therefore implements the DfE guidance on Safeguarding and protecting people for charities and trustees.

All trustees will have a clear oversight of how safeguarding and protecting people from harm is managed within our Trust.

The trustees will take all reasonable steps to protect from harm people who come into contact with our Trust.

This includes:

- Children
- Staff
- Volunteers
- other people who come into contact with our Trust

The Trustees and senior managers are responsible for ensuring our Trust:

- has appropriate policies and procedures in place, which are followed by all trustees, staff, volunteers, supply staff and third party contractors
- checks that people are suitable to act in their roles
- knows how to spot and handle concerns in a full and open manner
- has a clear system of referring or reporting to relevant organisations as soon as concerns are suspected or identified
- sets out risks and how they will be managed in a risk register which is regularly reviewed
- follows statutory guidance, good practice guidance and legislation
- is quick to respond to concerns and carry out appropriate investigations
- does not ignore harm or downplay failures
- has a balanced trustee board and does not let one trustee dominate its work – trustees should work together
- makes sure protecting people from harm is central to its culture
- has enough resources, including trained staff/volunteers/trustees for safeguarding and protecting people
- conducts periodic reviews of safeguarding policies, procedures and practice

The Trustees and senior managers will ensure that a Serious Incident Notification is made to the Department for Education where required. A serious incident is an adverse event, whether actual or alleged, which results in or risks significant:

- harm to our pupils, staff, volunteers or others who come into contact with through its work
- loss of our money or assets
- damage to our property
- harm to our work or reputation.

Our Regional Director with responsibility for Safeguarding (Karine Hendley) will meet with the named trustee termly and provide an annual report to assist the Trustees with understanding common themes, identify risks and gaps and to consider how these are to be addressed.

Named Trustee for safeguarding is Jane Cowell. For information on how to contact our Trust board please email: [headofgovernance@coopacademies.co.uk](mailto:headofgovernance@coopacademies.co.uk)

All trustees must sign the Trust's code of conduct for trustees and must not behave in any way that puts the safety or well being of children and young people at risk. Any breach of the code of conduct may lead to their removal from the Board.

## Children and Young People

Children and young people (students/pupils) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of academy safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

## Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the academy or other agencies.
- Carry out parental responsibilities outlined in the Trust's Online Safety Policy.
- Provide at least two emergency contacts for pupils/students and update the academy of any change.

Where reasonably possible, the academy/college should hold more than one emergency contact number for each pupil or student. It is good practice to give the academy additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern (KCSIE 22 para 101).

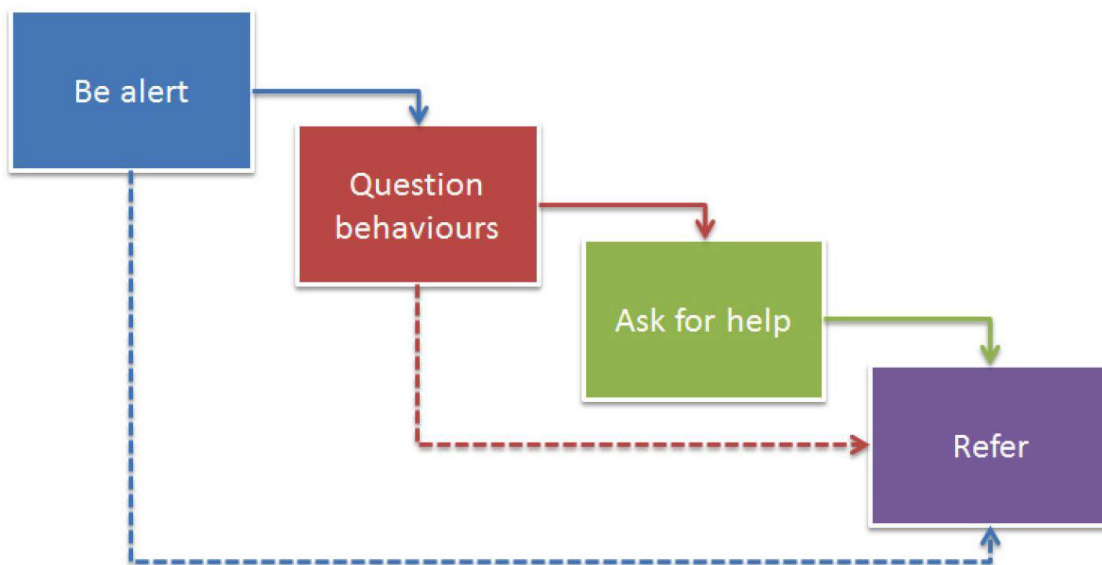
## Recognising Indicators of Abuse and Neglect

All staff within the academy are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2022.

Co-op Academy Swinton recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- o Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' ([2015](#))

Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns should be taken seriously and explored by the DSL on a case by case basis.

Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be/are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

## Child Protection Procedures

Co-op Academy Swinton recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Co-op Academy Swinton adheres to our Trust safeguarding expectations and Salford Safeguarding Children's Partnership. The full Salford Safeguarding Children's Partnership procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://safeguardingchildren.salford.gov.uk/>

All staff are aware of the process for making a request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Co-op Academy Swinton is an Operation Encompass School. This means we work in partnership with Greater Manchester Police and Salford Local Authority to provide support to children experiencing domestic abuse.

- DSLs within the academy should consider any appropriate accommodations within the education day to lessen the impact and to support the child if they need it.
- Consideration should be given to making contact with the parent (identified victim) to offer support or sign post to other services.

Co-op Academy Swinton recognises that in situations where there are immediate child protection concerns identified it is NOT to investigate as a single agency but to act in line with the guidance set out by our local multi-agency safeguarding arrangements which may involve multi-agency decision making.

If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to The Bridge Partnership for Child Protection Referrals Tel: 0161 603 4500 or website: [www.salford.gov.uk/children-and-families/safeguarding-children/worried-about-a-child/](http://www.salford.gov.uk/children-and-families/safeguarding-children/worried-about-a-child/)  
Email: [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)

The DSL may seek advice or guidance from our Regional Safeguarding and Child Protection Lead or The Bridge Partnership team before deciding next steps. They may also seek advice or guidance from a social worker at the Salford safeguarding Children Partnership Duty and assessment team.

In the event of a request for support to Bridge Partnership or Worried about a child being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by SSCP.

- Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Regional Safeguarding Lead within our Trust or from the Education Safeguarding Service or via consultation with a social worker from Bridge Partnership or Salford safeguarding Children Partnership Duty and assessment team. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.

The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Bridge Team if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following escalation procedures as published by Salford Safeguarding Children's Partnership to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via their Regional Safeguarding and Child Protection Lead.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face investigation under the Trust's Disciplinary Procedure for failing to do so.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow the local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL and follow the local safeguarding procedures.

## Record Keeping

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded on CPOMS without delay which will alert the DSL and the DDSL as required by our Trust.

Visitors to the academy who do not have access to CPOMS will be asked to complete a cause for concern form and pass this on to the DSL without delay.

The cause for concern form, and/or any other notes relating to a concern about a child, will be scanned onto CPOMS, referenced and actioned, and the originals stored in a secure cabinet which is only accessed by the HT/Principal, DSL and DDSLs.

Staff will record information about any injuries observed using the body map tool on CPOMS. Staff are not permitted to take photographs for this purpose. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

The concern will be added to CPOMS as soon as possible after the incident/event, recording the child's words verbatim. If there is an immediate concern the member of staff should consult with a DSL before adding the concern to CPOMS. Reporting urgent concerns takes priority.

Safeguarding records are kept for individual children and are maintained using CPOMS and any paper files must be stored securely and separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only. Any access to these records by other people (e.g. class teacher, Ofsted inspector, auditor) should be recorded on the chronology with an explanation of why this was justified / appropriate.

Other safeguarding information that will be recorded on CPOMS:

- Any child protection information received from the child's previous educational establishment, records of discussions, telephone calls and meetings with colleagues and other agencies or services

- Any relevant discussions with parents/carers or extended family members
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc

When the child leaves the academy or college (including in-year transfers) the designated safeguarding lead will ensure their paper child protection file and/ or their CPOMS record is transferred/authorised to the new school or college as soon as possible, within 5 days for an in-year transfer or within the first 5

days of the start of a new term. Paper records will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

## Multi-Agency Working

Co-op Academy Swinton recognises, and is committed to, its responsibility to work within the Salford Safeguarding Children's Partnership multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and cooperative local relationships with professionals in other agencies in line with statutory guidance.

Co-op Academy Swinton recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Salford Safeguarding Children's Partnership multi-agency safeguarding arrangement processes as required e.g. participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

## Confidentiality and Information Sharing

Our Trust recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2022.

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

The Principal or DSL will disclose information about a pupil/student to other professionals on a 'need to know' basis, and in line with Trust policy and data protection legislation

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. If staff are in any doubt about sharing information, they must speak to the designated staff, or the head teacher/principal.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Our Trust has appointed an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

The Data Protection Officer for The Co-op Academies Trust is Ruth Agnew, Head of Governance and Data Protection.

Co-op Academy Swinton has appointed a GDPR Ambassador who will liaise with the DPO as and when required.



The GDPR Ambassador is: Emily Bond

The Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2022).

DfE Guidance on Information Sharing (July 2018) provides further detail which can be found on the shared area on the staff network/intranet.

Under Data Protection legislation (The UK General Data Protection Regulation & Data Protection Act 2018) a pupil or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore all information will be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- of information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or, in some circumstances, where the person providing the information is an employee of the Trust or the Local Authority.

It is best practice to make reports available to the child or their parents, however advice should always be sought from the academy GDPR Ambassador in the first instance, prior to releasing any part of a child protection file.

## Complaints

The academy has a Complaints Policy available to parents, pupils and visitors who wish to report concerns. This can be found on our Trust's website [here](#).

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes a low level concern, or an allegation against a member of staff or volunteer, will be dealt with under the specific procedures set out on our Trust's Managing Safeguarding Concerns and Allegations against Staff Policy.



## Staff Induction, Awareness and Training

All members of staff have been provided with a copy of Part one of 'Keeping Children Safe in Education' (2022) which covers safeguarding information for all staff.

- School leaders, including the DSL, will read the entire document.
- School leaders and all members of staff who work directly with children will access annex B within Keeping Children Safe in Education 2022.
- All members of staff have signed to confirm that they have read and understood KCSIE 2022. This is collected via a Google form and is retained and reviewed by Simon Rigby, DSL and stored on Google Drive. This is reviewed and updated annually.

The DSL will ensure that all new staff (including agency and third party staff) receive child protection training to ensure they are aware of the academy's internal safeguarding processes as part of their induction.

All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, via email, ebulletins and staff meetings at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members (including agency and third-party staff) will be made aware of the academy's expectations regarding safe and professional practice via the colleague code of conduct and the Guidance for safer working practices for those working with children and young people in education settings (February 2022).

The DSL and Head Teacher/Principal will provide an annual report to the academy governing council and our Regional Safeguarding and Child Protection Lead detailing safeguarding practices using our Trust proforma and will maintain an up to date register of who has been trained. No data will be shared identifying individual children.

Although the academy has a nominated link governor for the academy governing council, all governors will access appropriate safeguarding training with our Trust which covers their specific strategic responsibilities.

## Safer Working Practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in our Trust's Colleague Code of Conduct. Regional Safeguarding Leads can also be engaged to provide Guidance on Safer Working Practice training for staff.

Staff will be made aware of the academy's Behaviour Policy and our Trust's Positive Handling Policy. Any physical interventions/use of reasonable force must be in line with agreed policy and procedures, the child's positive handling plan and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to the Trust's Online Safety Policy, Social Media Policy and Acceptable Use Policy.

## Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The workplace induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The academy will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role. ◦ All members of staff have regular reviews of their own practice to ensure they improve over time.
- All staff should be familiar with the Employee Assistance service provided by Bupa which can be contacted 24/7 on 0800 269 616 or at [www.bupa.co.uk/eaponline](http://www.bupa.co.uk/eaponline)

Our Trust recognises the stressful and traumatic nature of child protection work. Support is available for any member of staff from the DSL. The DSL can put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. The DSL can access support that they require via the Regional Safeguarding and Child Protection Lead.

## Safer Recruitment

Co-op Academy Swinton is committed to ensure and develop a safe culture and that all steps are taken to recruit staff who are safe to work with our pupils/students and staff.

Co-op Academy Swinton will follow relevant guidance in our Trust's Safer Recruitment Policy and Keeping Children Safe in Education 2022 (Part three 'Safer Recruitment') and from the Disclosure and Barring Service (DBS).

The Academy Governing Council and leadership team are responsible for ensuring that the academy follows safe recruitment processes outlined within our Trust's policy and guidance.

The academy maintains an accurate Single Central Record (SCR) in line with our Trust expectations and statutory guidance.

The Academy Governing Council will ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of KCSIE 22 (Part three). Our Trust expectation is that there must be at least one interview panel member who has completed safer recruitment training within the last 5 years. Head Teachers should be aware of this requirement and should be able to provide proof of relevant staff members' training if requested.

Co-op Academy Swinton are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools and will ask all staff and regular volunteers that fall within the scope of this guidance to complete our Trust Disqualification form.

We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, or refused or cancelled registration of childcare of children's homes or been disqualified from private fostering.

All members of staff will be reminded of our Trust's colleague code of conduct and understand that their behaviour and practice must be in line with it.

Staff will sign to confirm that they have read and understood our Trust's Colleague Code of Conduct.

Annually staff will receive a copy of the Trust Code of conduct and complete a google form to acknowledge they have read and understood the contents. This is kept on the Human Resource Manager's Google Drive.

## Concerns/Allegations in Relation to Members of Staff and Volunteers, Supply and Contractors

Co-op Academy Swinton is required to follow the Department for Education's statutory guidance for schools on Keeping Children Safe in Education (2022). Part Four of the guidance deals with managing concerns or allegations that might indicate a person may pose a risk of harm if they continue working in regular or close contact with children.

Co-op Academy Swinton recognises that it is possible for any colleague, including Governors, academy and central staff, Trustees, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that gives rise to concern.

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Co-op Academy Swinton will take all concerns or allegations received seriously.

The DfE statutory guidance identifies two levels of allegations/concerns: 1. Allegations that may meet the harm threshold:

- indicates they have harmed a child, or may have harmed a child; ○ means they have committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (This includes any behaviour that may have happened outside of school that might make the individual unsuitable to work with children. This is known as transferable risk.)

2. Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this guidance as 'low level concerns':

- are inconsistent with the colleague code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not

considered serious enough to consider a referral to the LADO.

Concerns and/or allegations should be referred immediately to the Head Teacher/Principal who should conduct basic enquiries following our Trust's Managing Safeguarding Concerns and Allegations against Staff Policy and in line with local procedures to establish the facts to help them determine whether there is any foundation to the concern/allegation, being careful not to jeopardise any potential future police investigation.

All parties should be aware of the requirement to maintain confidentiality and avoid unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002.

The information collected will help to determine what further action may need to be taken. As part of this assessment, the Head Teacher/Principal may contact their Regional HR manager, the Regional Safeguarding and Child Protection Lead and/or their Regional Director for support and advice.

If the Principal decides an allegation may meet the harm threshold, and if not done so already, they must alert their Regional Safeguarding and Child Protection Lead, relevant Regional Director (who will notify the Regional HR Manager and Chair of the Governing Council) if possible before making their referral to their Local Authority Designated Officer (LADO), although the referral should not be unnecessarily delayed.

The Principal will contact the Local Authority Designated Officer (LADO) in line with Salford Safeguarding Children's Partnership locally agreed procedures to agree further action to be taken in respect of the child and staff member.

In the event of allegations of abuse being made against the Principal/Head Teacher, staff are advised that allegations should be reported to the Regional Director. They will inform the Chair of the Academy Governing Council and the LADO. Where possible, the Chair of the AGC (or another nominated governor) will then attend LADO strategy meetings alongside the Regional Director and/or the Regional Safeguarding Lead and Regional HR manager.

All staff should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.

All members of staff are made aware of our Trust's Whistleblowing Policy.

Not reporting concerns about the conduct of a colleague that could place a child at risk will be investigated under our Trust's Disciplinary Procedure.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

- Staff can call 0800 028 0285 (8am to 8pm Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Co-op Academy Swinton has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. They are also required to report Teachers to the Teaching Regulation Agency (TRA).

If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Regional HR Manager and the Regional Safeguarding and Child Protection lead. In exceptional circumstances, on the LADO's recommendation, a referral may be made prior to the resignation or removal of a colleague.

**WHEN IN DOUBT – CONSULT!**

## Children potentially at great risk

Whilst all children should be protected, the staff and Governors at Co-op Academy Swinton recognise some groups of children are potentially at greater risk of harm.

## Children who need a social worker (Child in Need / Child Protection)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. The academy recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Where children have been identified as having a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Information may be shared with the staff within the academy so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

The name and contact number of the social worker should be added to CPOMS.

## Children missing from education

We recognise that a child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Salford Safeguarding children Partnership, Children Missing in Education procedures - E-mail to be sent to: [CME@salford.gov.uk](mailto:CME@salford.gov.uk)

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. Academy staff members must follow the academy's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

## Elective Home Education

The academy will inform their LA of all deletions from their admission register when a child is taken off roll to be home educated.

Where a parent/carer has expressed their intention to remove a child from the academy with a view to educating at home, the academy will work with the Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has

been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

## Children requiring mental health support

All staff will be made aware that 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 are aware of how children's experiences can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern, they should refer to the academy guidance when responding to this or seek advice from the senior mental health lead Simon Rigby. If the mental health concern also relates to a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy and recorded on CPOMS.

## Children Looked After, Previously Children Looked After and Care Leavers

Co-op Academy Swinton understands the most common reason for children becoming looked after is as a result of abuse and/or neglect.

Staff will be provided information to understand what this means for children in this circumstance so that they have the skills, knowledge and understanding to keep Children Looked After safe

The member of staff responsible for Children Looked After and Previously Children Looked After is Simon Rigby. They will hold information and where required will share the legal status with those staff that need to know which will also include the child's contact arrangements with birth parents or those with parental responsibility.

The staff member responsible for Children Looked After and Previously Children Looked After will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. This information should be held on CPOMS.

Designated safeguarding leads will add the details of the local authority Personal Advisor appointed to guide and support any care leaver on CPOMS and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

## Safeguarding Children with Special Educational Needs, Disabilities, or Health Needs

Co-op Academy Swinton acknowledges that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDCo to plan support as required.

Co-op Academy Swinton will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

## Children who attend Alternative Provision

The academy recognises that children in Alternative Provision often have complex needs and may be at additional risk of harm and appropriate risk assessments/support plans must be in place where pupils access provision offsite.

When the academy places a pupil with an alternative provision provider, the academy will continue to be responsible for the safeguarding of that pupil.

The academy will take steps to satisfy themselves that the provider meets the needs of the pupil.

The academy will complete our Trust's alternative provision approval form which requires appropriate safeguarding checks to be carried out on the establishments and individuals working at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

Co-op Academy Swinton use the following alternative or off-site providers and have written evidence of safeguarding arrangements:

- SMS coaching
- ForViva – For Housing
- Safe Start Education
- Vision
- Ed Intervention
- Salford Online Learning
- JEP Youth Engagement



# Safeguarding Issues

## Preventing Radicalisation

All members of the staff recognise children are vulnerable to extremist ideology and radicalisation and are part of the Co-op Academy Swinton safeguarding approach.

The academy will ensure that, as far as possible, all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP] or Prevent e-learning) to support them to identify children who may be susceptible to an extremist ideology or radicalisation. Prevent training will also help staff to notice changes in pupils' behaviour, which could indicate that they may be in need of help or protection.

The academy's designated safeguarding lead (and any deputies) is aware of local procedures for making a Prevent referral. Wendy Robinson is the Prevent Education Officer at Salford City Council Prevent team and can be contacted at [wendy.robinson@salford.gov.uk](mailto:wendy.robinson@salford.gov.uk)

## Child on child abuse including our response to sexual violence and sexual harassment

All members of staff at Co-op Academy Swinton recognise that children are capable of abusing their peers and that it can happen both inside and outside of the setting and online.

All staff will be given training to help them recognise the indicators and signs of child on child abuse, including sexual violence and sexual harassment, and know how to identify it and respond to reports. All staff should understand that, even if there are no reports in their schools or colleges, it does not mean it is not happening. It may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).

Coop Academy Swinton recognises it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Most cases of pupils hurting other pupils will be dealt with under the academy's behaviour policy but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence;
- could put pupils in the academy at risk;
- is violent;
- involves pupils being forced to use drugs or alcohol;



- involves sexual exploitation, sexual abuse or sexual violence and/or harassment, such as indecent exposure, sexual assault, upskirting, or consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

All staff are expected to challenge inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. The starting point regarding any report will always be that there is a zero tolerance approach to child on child abuse and it is never acceptable and it will not be tolerated.

We will ensure children know they can talk and report abuse by talking to any member of staff of the academy they feel comfortable with and via the report button on the academy website knowing their concerns will be treated seriously. The website will also have a range of local and national organisations that can provide support should they need it. Students are also taught the procedures and protocols “Keeping Yourself Safe.”

Co-op Academy Swinton recognises that child on child abuse can take many forms, including but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory) ○ abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff and leadership are mindful that some child on child abuse issues may be affected by gender, age, ability and culture of those involved. This includes recognition that:

- it is more likely that girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously;
- children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT;
- children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.

All allegations of child on child abuse will be recorded on CPOMS, investigated, and dealt with in line with this and all other associated academy policies, anti-bullying, online safety, exclusions and behaviour.

Alleged victims, perpetrators and any other child affected by child on child abuse will be supported by the school appropriately (e.g. providing therapeutic/pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or the Bridge Team).

Whilst a zero tolerance approach will be taken towards this kind of behaviour, the academy also recognises that perpetrators can also be victims of abuse and will consider this in their response.

We will minimise the risk of child on child abuse by:

- challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

Co-op Academy Swinton has implemented the guidance/advice outlined in Part five of KCSIE 2022.

We recognise sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Staff will maintain an attitude of 'it could happen here' and will always address inappropriate behaviour even if it appears to be relatively innocuous, recognising that this is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Staff understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

If a pupil makes an allegation of abuse against another pupil, the academy staff will follow the procedures set out in 'Process for responding to sexual violence, sexual harassment and harmful sexual behaviour' (above).

The DSL is responsible for responding to such concerns in keeping with KCSIE 2022 and our Trust's expectations. The DSL must also consider any locally agreed procedures as set out by the Multi-agency safeguarding arrangements Salford Safeguarding Children's partnership. The DSL is responsible for coordinating support to any victims, and the perpetrators.

Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

Where a pupil(s) has exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and saved in CPOMS. If appropriate, contact should be made with The Bridge Team (as per the flow chart). Advice and support can also be obtained from the Regional Safeguarding and Child Protection Leads.

The Regional Safeguarding and Child Protection Lead must be alerted to all incidents of sexual violence and sexual harassment that require a risk assessment management plan (RAMP).

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment, and more likely it will be perpetrated by boys.

The staff at Co-op Academy Swinton will reassure all victims that they are being taken seriously and that they will be supported and kept safe. We recognise children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing and may adversely affect their educational attainment. A safeguarding and support plan will be implemented to protect and support the pupil to ensure their education is not disrupted. We will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will they ever be made to feel ashamed for making a report.

Co-op Academy Swinton also has a duty to manage any identified risks and provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. The academy will take disciplinary action and provide appropriate support. These are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

## Gangs, County Lines, Serious Violence, Crime and Exploitation

Co-op Academy Swinton recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Children who go missing for periods of time or regularly come home late. ◦ Children who regularly miss school or education or do not take part in education.
- Change in friendships/relationships with others/groups.
- Children who associate with other young people involved in exploitation. ◦ Children who suffer from changes in emotional well-being.
- Significant decline in performance.
- Signs of self-harm/significant change in wellbeing.
- Signs of assault/unexplained injuries.

## Online Safety

It is recognised by Co-op Academy Swinton here that the use of technology presents challenges and risks to children and adults both inside and outside of school. Co-op Academy Swinton will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key academy leads. Our Trust Online Safety Policy is written in line with 'Keeping Children Safe in Education' 2022, 'Teaching Online Safety in Schools' 2019, and statutory RSHE guidance 2019.

It is designed to sit alongside this Safeguarding and Child Protection policy and academies' Behaviour policies, our Trust's Colleague Code of Conduct and our Trust's GDPR Policy. Any issues and concerns with online safety must follow an academy's safeguarding and child protection procedures.

This Policy applies to all members of the Co-op Academies Trust community (including teaching and support staff, supply teachers and tutors engaged under the DfE National Tutoring Programme, governors, volunteers, contractors, students/pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their Trust role.

Co-op Academy Swinton here identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel pupils, students or staff are at risk, they should report it to the Anti-Phishing Working Group (<https://apwg.org/>)

The DSL has overall responsibility for online safeguarding within the school but will liaise, as necessary, with other members of staff.

Co-op Academy Swinton recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 the academy has appropriate policies in place that are shared and understood by all members of the community.

- Further information regarding the specific approaches relating to this can be found in our online safety and Information Technology

Acceptable Use policies which can be found on <https://swinton.coopacademies.co.uk/about-us/policies/>

Co-op Academy Swinton will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place as per our Trust Online Safety policy.

The DSL will respond to online safety concerns in line with our trust Online Safety policy, this Safeguarding and Child Protection policy and other associated policies such as anti-bullying and positive behaviour. With regards to potential concerns raised by our Trust monitoring system, Netsweeper OnGuard, DSLs will respond to P1 (most significant risk of harm) concerns in term time during working hours. Regional Safeguarding Leads will respond to P1 concerns during academy holiday times during working hours.

Where children are remote learning, and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure

that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

Co-op Academy Swinton recognises that attending school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

### Curriculum and Staying Safe

Co-op Academy Swinton will ensure that children are taught about safeguarding, including online safety as per the Online Safety policy, as part of providing a broad and balanced curriculum.

We recognise that the academy plays an essential role in preventing abuse and helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that children have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. As well as this, they will be taught about power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships in an age appropriate way. Co-op Academy Swinton is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

## The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher/Principal and Governors will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers and inspect these as needed.

The safeguarding requirement should be included in the lease/hire agreement as a condition of use and occupation of the premises.

If this assurance is not achieved, an application to use premises will be refused.

## Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors (including volunteers and contractors) coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Head Teachers and principals should use their professional judgement about the need to escort or supervise such visitors.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

The academy will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the academy site.

## Local Support

All members of staff in Co-op Academy Swinton are made aware of local support available.

- LA Education Safeguarding in Schools Officer  
Amanda Taylor  
Amanda.taylor@salford.go.uk
- Contact details for the LADO  
Liz Peppiatt, LADO
- Children's Safeguarding & Quality Assurance Unit, Salford City Council Office Number:  
0161 603 4350  
Work Mobile: 07971 840393
- Children's Social Work Services  
The Bridge Partnership  
0161 603 4500  
worriedaboutachild@salford.gov.uk
- Emergency Duty Team  
Out of Hours Number: 0161 794 8888
- Police  
101 (or 999 if there is an immediate risk of harm)
- Local Multi-agency safeguarding arrangements  
Salford Safeguarding Children Partnership  
Duty and Assessment Team  
0161 603 4222  
worriedaboutachild@salford.gov.uk

# National Support

## Support for staff

- [Education Support Partnership:](#)
- [Professional Online Safety Helpline:](#)

## Support for Pupils/Students

- [NSPCC: www.nspcc.org.uk](#)
- [ChildLine: www.childline.org.uk](#)
- [Papyrus: www.papyrus-uk.org](#)
- [Young Minds: www.youngminds.org.uk](#)
- [The Mix: www.themix.org.uk](#)

## Support for adults

- [Family Lives: www.familylives.org.uk](#)
- [Crime Stoppers: www.crimestoppers-uk.org](#)
- [Victim Support: www.victimsupport.org.uk](#)
- [Kidscape: www.kidscape.org.uk](#)
- [The Samaritans: www.samaritans.org](#)
- [Mind: www.mind.org.uk](#)
- [NAPAC \(National Association for People Abused in Childhood\): napac.org.uk](#)
- [MOSAC: www.mosac.org.uk](#)
- [Action Fraud: www.actionfraud.police.uk](#)

## Support for Learning Disabilities

- [Respond: www.respond.org.uk](#)
- [Mencap: www.mencap.org.uk](#)

## Domestic Abuse

- [Refuge: www.refuge.org.uk](#)
- [Women's Aid: www.womensaid.org.uk](#)
- [Men's Advice Line: www.mensadvice.org.uk](#)
- [Mankind: www.mankindcounselling.org.uk](#)

## Honour Based Violence

- [Karma Nirvana](#)
- [Forced Marriage Unit](#)

## Sexual Abuse and CSE

- [Lucy Faithfull Foundation: www.lucyfaithfull.org.uk](#)
- [Stop it Now!: www.stopitnow.org.uk](#)
- [Parents Protect: www.parentsprotect.co.uk](#)
- [CEOP: www.ceop.police.uk](#)
- [Internet Watch Foundation \(IWF\): www.iwf.org.uk](#)

## Online Safety

- [Childnet International: www.childnet.com](http://www.childnet.com)
- [UK Safer Internet Centre: www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [Parents Info: www.parentinfo.org](http://www.parentinfo.org)
- [Internet Matters: www.internetmatters.org](http://www.internetmatters.org)
- [Net Aware: www.net-aware.org.uk](http://www.net-aware.org.uk)
- [Get safe Online: www.getsafeonline.org](http://www.getsafeonline.org)

## Radicalisation and Hate

- [Educate against Hate: www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/reportterrorism](http://www.gov.uk/reportterrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)
- [ACT](#)

## Templates and Appendices

The aim of the templates is to support the application of a whole academy policy:

- Appendix 1 Confidentiality
- Appendix 2 Body Map Guidance for Academies and Body Map Template
- Appendix 3 Child Missing in Education
- Appendix 4 Salford Threshold of need and response
- Appendix 5 Flowchart of Welfare and concerns
- Appendix 6 Operation encompass
- Appendix 7 Additional sources of information
- Appendix 8 Safeguarding/CP Concern form
- Appendix 9 retention of safeguarding records
- Appendix 10 Effective challenge and escalation for Salford LA



# Appendix 1

## Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a student.

Where there is a child protection or safeguarding concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The academy will enable Social Workers to have access to students to undertake s47/s17 assessments and effectively liaise with parents/carers where appropriate.

## Appendix 2

### Body Map Guidance for Academies

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

\*At no time should an individual teacher/member of staff or Academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg; THE BRIDGE TEAM or the child's social worker if already an open case to social care.

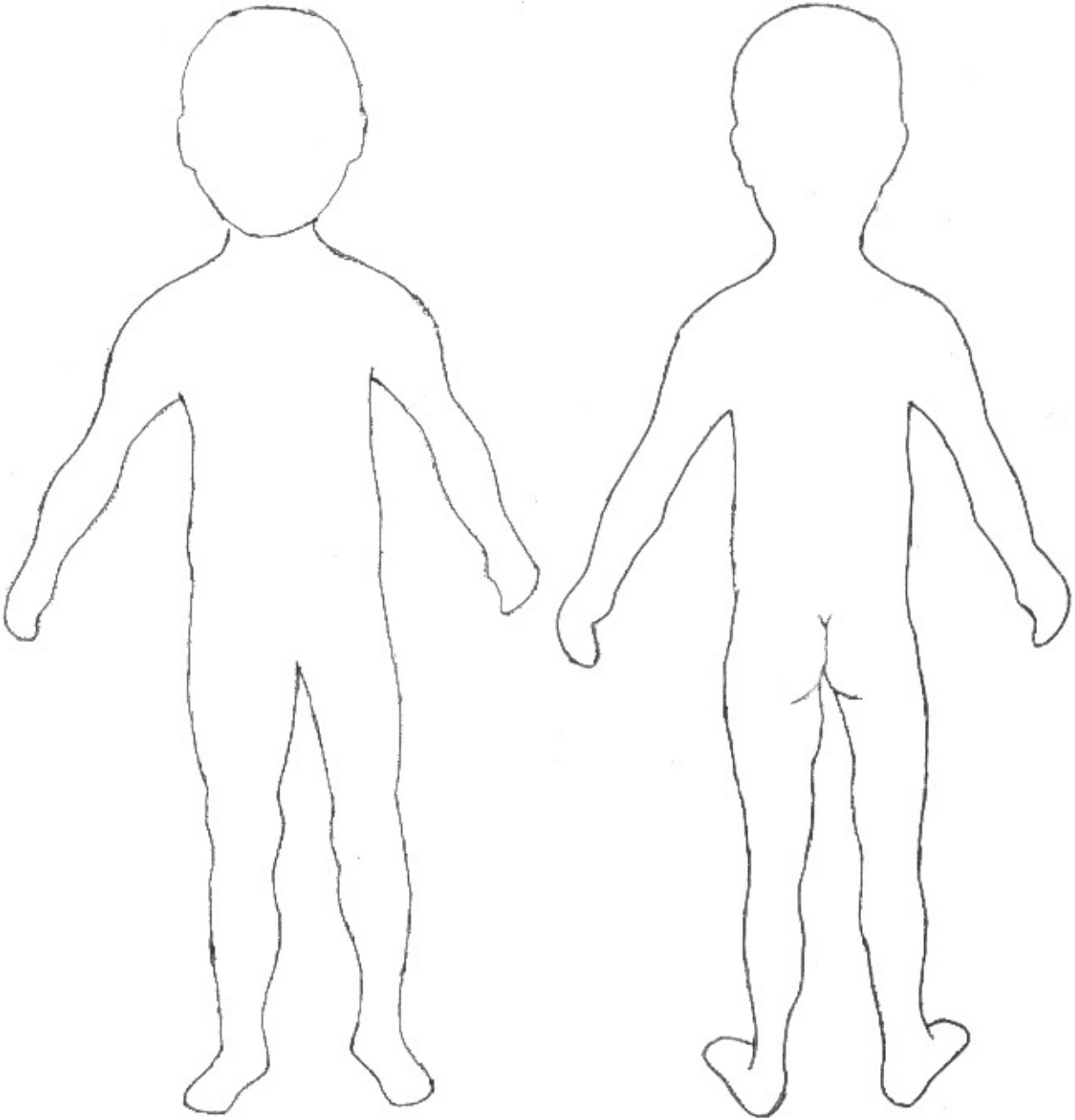
When you notice an injury to a child, try to record the following information in respect of each mark identified eg; red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- 1\* Exact site of injury on the body, e.g.; upper outer arm/left cheek.
- 2\* Size of injury - in appropriate centimetres or inches.
- 3\* Approximate shape of injury, e.g.; round/square or straight line.
- 4\* Colour of injury - if more than one colour, say so.
- 5\* Is the skin broken?
- 6\* Is there any swelling at the site of the injury, or elsewhere?
- 7\* Is there a scab/any blistering/any bleeding?
- 8\* Is the injury clean or is there grit/fluff etc.?
- 9\* Is mobility restricted as a result of the injury?
- 10\* Does the site of the injury feel hot?
- 11\* Does the child feel hot?
- 12\* Does the child feel pain?
- 13\* Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.



## Appendix 3

### Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, academies, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Academy and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Academies and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

### Academies

The law requires all academies to have an admission register and, with the exception of academies where all students are boarders, an attendance register. All students must be placed on both registers. Academies must place students on the admission register at the beginning of the first day on which the Academy has agreed, or been notified, that the student will attend the academy. If a student fails to attend on the agreed or notified date, the academy should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up-to-date. Academies should regularly encourage parents to inform them of any changes whenever they occur. This can assist the academy and local authority when making enquiries to locate children missing education.

Academies should monitor attendance and address it when it is poor or irregular. All academies must inform the local authority of any student who fails to attend the academy regularly, or has been absent without the academy's permission for a continuous period of 10 Academy days or more, at such intervals as are agreed between the academy and the local authority.

Where a parent notifies an academy that a student will live at another address, all academies are required to record in the admission register:

- the full name of the parent with whom the student will live;
- the new address; and
- the date from when it is expected the student will live at this address.

Where a parent of a student notifies the academy that the student is registered at another Academy/school or will be attending a different academy/school in future, Academies must record (75) in the admission register:

- the name of the new academy/school; and

- the date on which the student first attended or is due to start attending that Academy/school.

Academies are required to notify the local authority (Karen Hamer) within five days when a student's name is added to the admission register. Academies will need to provide the local authority with all the information held within the admission register about the student. This duty does not apply to students who are registered at the start of the academy's youngest year, unless the local authority requests for such information to be provided. Academies must also notify the local authority when a student's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, (78) as soon as the ground for deletion is met and no later than the time at which the student's name is deleted from the register.

Email to be sent to: [CME@salford.gov.uk](mailto:CME@salford.gov.uk)

This duty does not apply where the student has completed the Academy's final year, unless the local authority requests for such information to be provided.

A student's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the academy and the local authority have failed to establish the student's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where an academy notifies a local authority that a student's name is to be deleted from the admission register, the Academy must provide the local authority with:

- o or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the Academy is not within walking distance of the student's home and no suitable arrangements have been made by the local authority either for their transport to and from the Academy or for boarding accommodation for them at or near the Academy or for enabling them to become a registered student at a Academy nearer their home.
- In default of such agreement, at intervals determined by the Secretary of State.
- Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.
- Where Academies can reasonably obtain this information.
- Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.
- Where Academies can reasonably obtain this information.
- Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.
- Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.
- Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended the full name of the student;
- the full name and address of any parent with whom the student lives;
- at least one telephone number of the parent with whom the student lives;
- the full name and address of the parent with whom the student is going to live, and the date the student is expected to start living there, if applicable;
- the name of student's destination Academy/school and the student's expected start date there, if applicable; and

- the ground in regulation 8 under which the student's name is to be deleted from the admission register.

Academies and local authorities should work together to agree on methods of making returns. When making returns, the academy should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination Academy or address is unknown. Academies should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that academies comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory Academy age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure Internet system – Academy2Academy – to allow academies to transfer student information to another academy when the child moves. All local authority maintained schools are required, when a student ceases to be registered at their academy and becomes a registered student at another academy in England or Wales, to send a Common Transfer File (CTF) to the new academy. Academies (including free schools) are also strongly encouraged to send CTFs when a student leaves to attend another academy. Independent schools can be given access to Academy2Academy by the department.

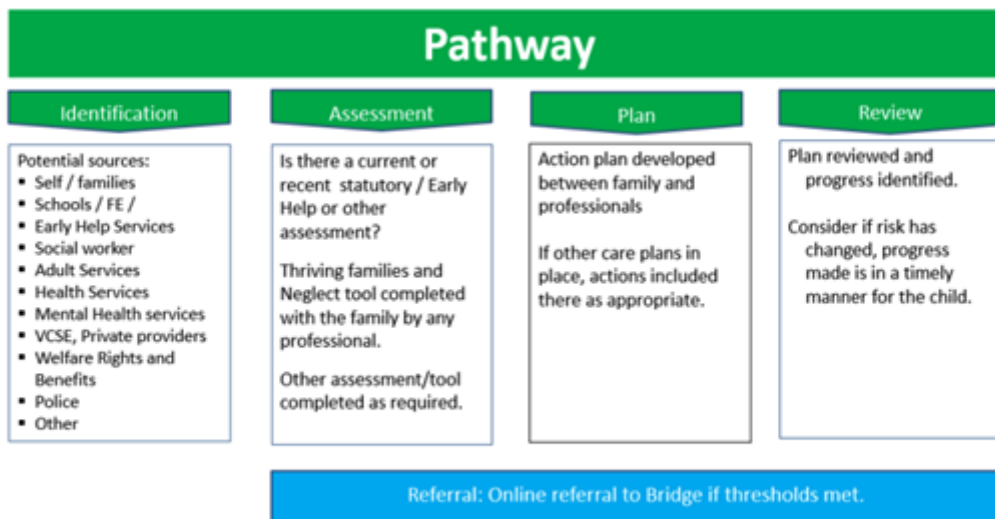
The Academy2Academy website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where academies can upload CTFs of students who have left but their destination or next academy is unknown or the child has moved abroad or transferred to a non-maintained academy. If a student arrives in an academy and the previous academy is unknown, academies should contact their local authority, who will be able to search the database.

# Appendix 4

<https://safeguardingchildren.salford.gov.uk/media/1385/thriving-families-and-neglect-tool-guidance-final-september-2020-web.pdf>

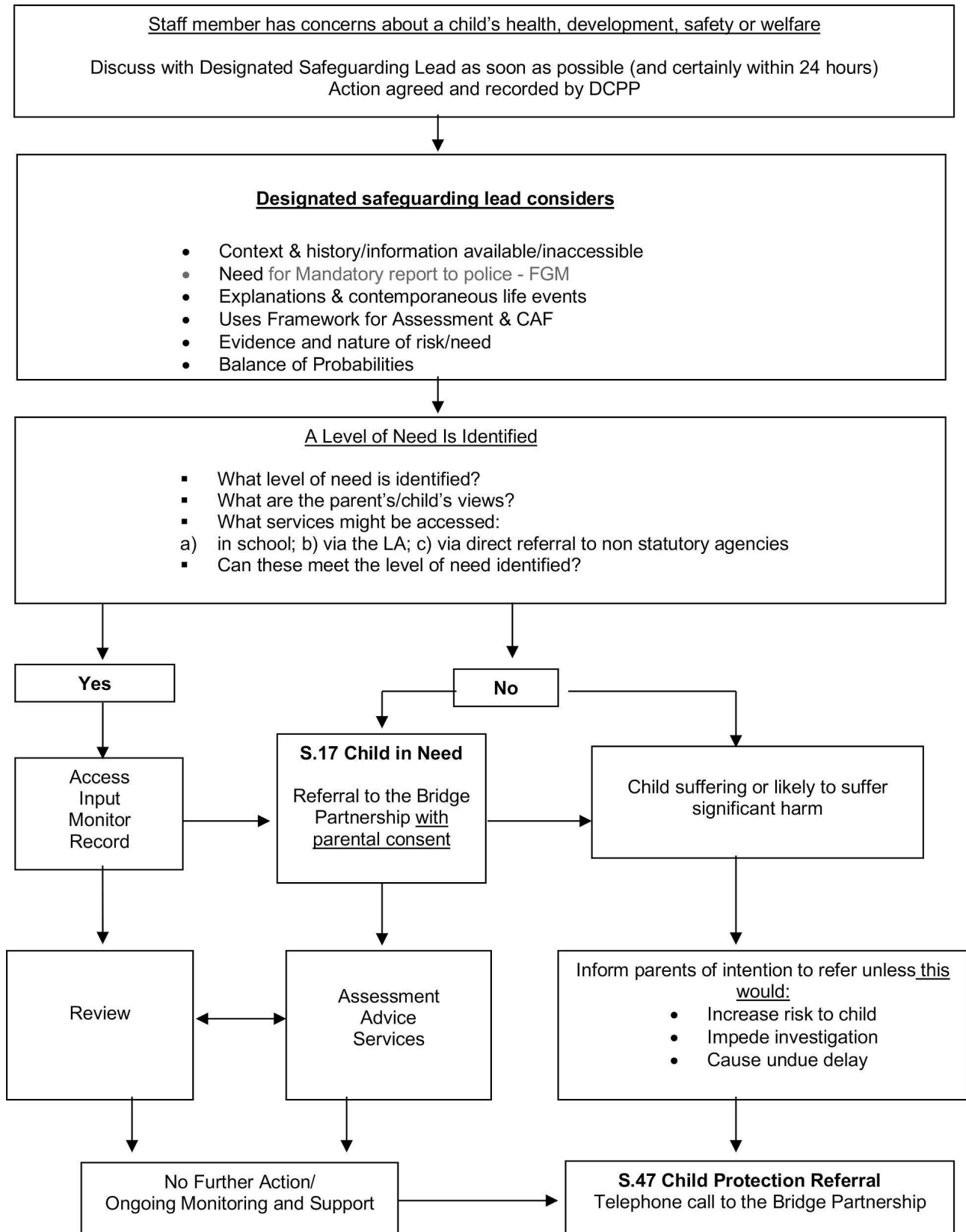
## Pathways and processes

The Thriving Families and Neglect Assessment can be completed by any professional, at any time, and there are no formal pathways for referral for specialist assessment outside of generic published thresholds and processes. This includes referral to Local Authority Early Help Services and The Bridge Partnership where concerns and risks are such that it is considered the child/family meet the relevant thresholds. In many cases, there is an expectation that the professionals working with the family will be able to undertake and use the tool and plan any required improvements with the family at levels 1 and 2. The diagram below further illustrates how the tool is used to support identification and planning.



## Appendix 5

### Taking action on child welfare/protection concerns in Academy





## Appendix 6

### Operation Encompass

Key Adult: Mr Simon Rigby

Deputy Key Adult: Mrs Stephanie Hinton

Operation Encompass is the process used to inform or report to schools, prior to 9am the following school day, when the police have attended an incident in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse. The information is given to a trained 'Key Adult' within the school. The child can then be supported with silent or overt support.

#### Aims

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

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

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

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

| Silent Support Examples  | Overt Support Examples   |
|--|--|
| <ul style="list-style-type: none"><li>● Flexible application of school rules for example uniform, homework etc.</li><li>● Understanding and flexibility in expectations in terms of:<ul style="list-style-type: none"><li>- Behaviour</li><li>- School Work</li></ul></li><li>● Opportunities for one-to-one time with teacher to provide opportunities to talk for example 'helping with a job'</li><li>● Review lesson plans to ensure appropriateness for the child on the day</li><li>● Systems for spare uniform, lunch etc.</li><li>● Child knowing who they can talk to</li><li>● Checking collection arrangements at the end of the school day</li></ul> | <ul style="list-style-type: none"><li>● Using tools to understand child experiences, for example 3 Houses. More resources are available here:<br/><a href="http://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/earlyhelp-assessment-and-taf/voice-of-the-child/">www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/earlyhelp-assessment-and-taf/voice-of-the-child/</a></li><li>● Talking to parents</li><li>● Use the Early Help Assessment process to access additional support</li><li>● Develop safety planning with the child</li><li>● 'Healthy Relationships' class sessions (EG Real Loves Rocks)</li><li>● Consult with the School Coordinator</li></ul> |

## Legal Requirements - Information Sharing and Storage

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

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

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

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

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

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

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

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

## Roles and Responsibilities

### i. Police responsibility

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

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

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the Public Protection Incident journal acknowledging that the information has been sent.

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

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

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

#### ii. Academy responsibility

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

## The academy's Key Adult or Deputy will check the notifications each morning

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

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

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

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

## Child Absence Following an Incident

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

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

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

## Working with parents

The academy is signed up to the protocol to raise parents' awareness of Encompass (see Appendix letter to parents and carers).

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

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

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Victim Support or SIDASS using the following details: Telephone number: 0300 303 0162 or 0161 200 1950

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

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

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

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

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

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

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

## Police agreed referral criteria with Bridge Partnership

A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse FWIN's (Force Wide Incident Number)/PPI's (Public Protection Incident) when:

- A crime has been submitted and a child was present at/normally resides at the address ○ or - this incident is the 3rd reported incident in last 12 months
- or - it is a child caller to Police/Emergency Services
- or - when either the victim or perpetrator is known to be pregnant
- or - when there is a child abuse marker (CA) on the address

- or - the incident involves a perpetrator subject to licence or Community Order ○ or - if previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

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

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

## Encompass Parents Awareness Letter (template)

Dear Parent/Carer,

Re: Operation Encompass

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

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9am on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At 'insert school name' our Key Adult is 'insert details'. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

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

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at 'insert details' or you can contact our Key Adult at school on 'insert details'.

Thank you for your continued support

Headteacher

# Operation Encompass – Key Adult Responsibilities and Checklist

Name: ..... School: ..... Date: .....

Completed: .....

Review Date: .....

| Responsibility  | School Comment | Achieved |
|---|----------------|----------|
| The Key Adult has attended the Encompass briefing and is part of the Senior Leadership Team with Child Protection responsibility.   |                |          |
| The Key Adult must ensure that they have access to the Encompass mailbox along with a deputy in case of absence.  |                |          |
| Encompass records are managed and stored in the same way as other Child Protection records, in a permission restricted electronic folder or secure and locked cabinet/drawer.   |                |          |
| The Key Adult can identify a person who can deputise in their absence; the deputy is confident in understanding all aspects of the Encompass model.   |                |          |
| The Key Adult will ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other Child Protection information given by other partners such as Social Care. |                |          |
| The Headteacher/Key Adult will inform parents that the school is part of Encompass, using the exemplar letter template provided, which can be amended to meet the school's individual requirements.   |                |          |
| The Headteacher/Key Adult will inform the Governing Body that the school is part of Encompass and the Governor with responsibility for Safeguarding should have a working knowledge of the project and impact within the school.  |                |          |
| The Key Adult will include information about Encompass in the school's prospectus and safeguarding policies, thus ensuring that all parents are informed of the school's involvement.   |                |          |
| The Key Adult will include information about Encompass on the school's website.   |                |          |

## Operation Encompass – Police Log Sheet

|   |       |
|---|-------|
| Police Reference Number<br>(FWIN - Force Wide Incident Number):   | Date: |
| Child's name, age and DOB:  |       |
| Date and time of incident:  |       |
| Address:  |       |
| Circumstances of incident:  |       |
| Additional school information including other Encompass contacts: |       |
| Actions taken and Impact:   |       |



## Appendix 7

### Additional Sources of support and information

#### Child Protection

National NSPCC helpline: 0808 800 5000

Child Protection BRIDGE Team - Salford: 0161 603 4500

Child Protection - Local Manchester Contact Centre: 0161 255 8250

Childline: 0800 1111

Africans Unite Against Child Abuse: 0161 255 8266

(AFRUCA): 0161 205 9274 or [www.afruca.org/](http://www.afruca.org/)

#### Bullying

NSPCC helpline: 0808 800 5000

Childline: 0800 1111

Kidscape: 020 7730 3300 or [www.kidscape.org.uk/](http://www.kidscape.org.uk/)

#### Mental Health

Young Minds (National): 0808 802 5544 or [www.youngminds.org.uk/](http://www.youngminds.org.uk/)

Mental Health Foundation: 020 7803 1100 or [www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)

Mind: 0300 123 3393 or [www.mind.org.uk/](http://www.mind.org.uk/)

#### Sexual Harm and Sexually Harmful Behaviour

Stop It Now!: 0808 1000 900 or [www.stopitnow.org.uk/](http://www.stopitnow.org.uk/)

The AIM Project (for children with sexual behaviour problems): [www.aimproject.org.uk/](http://www.aimproject.org.uk/)

#### Internet Safety

ChildNet International: [www.childnet.com/](http://www.childnet.com/)

ThinkUKnow: [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

Child Exploitation and Online Protection: 0870 000 3344 or [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)

Internet Watch Foundation: [www.iwf.org.uk/](http://www.iwf.org.uk/)

#### Local agencies

Children's Social Care/Bridge Team: 0161 603 4500

Out of Hours Duty Team: 0161 794 8888

## Appendix 8

Safeguarding/Child Protection Concern (for staff with no access to CPOMS which includes Temporary staff, agency staff, supply staff, volunteers and Governors)



Co-op Academy  
Swinton

### Safeguarding/Child Protection Concern

|              |                       |          |   |
|--------------|-----------------------|----------|---|
| School Name: | Co-op Academy Swinton | Address: | Sefton Road, Pendelbury, Manchester M27 6JU |
|--------------|-----------------------|----------|---|

#### Child Details

|       |  |       |  |       |  |
|-------|--|-------|--|-------|--|
| Name: |  |       |  |       |  |
| Form: |  | Date: |  | Time: |  |

#### Outline of incident:

|   |
|---|
| .....<br>.....<br>.....<br>.....<br>..... |
|---|

#### Action Taken:

|   |
|---|
| .....<br>.....<br>.....<br>.....<br>..... |
|---|

#### Your Details

|            |  |  |  |  |  |
|------------|--|--|--|--|--|
| Name:      |  |  |  |  |  |
| Job Title: |  |  |  |  |  |

#### Names and job titles of any other staff involved:

|                |
|----------------|
| .....<br>..... |
|----------------|

|                 |  |       |  |
|-----------------|--|-------|--|
| Your signature: |  |       |  |
| Date:           |  | Time: |  |

## Appendix 9

### Record retention schedules

|   |  |
|---|--|
| Child leaves school and does not transfer to a new school   |  |
| Concerns were at low level / threshold for referral to social care not met / no inter-agency involvement  | CP file should be retained until child's 25 <sup>th</sup> birthday (or the end of that school year)  |
| A referral was made/social care involved/other agencies involved  | 35 years from date the child left the school   |
| Child leaves school and moves to another school   |  |
| Chronology Should be kept for at least the periods stated above. They may be archived for longer if this is stated in your policy<br>New school has CPOMS The new school will be able to access the child's CPOMS record once the child is on roll. Current school should retain a copy of the chronology as above. If there are any paper records, these should be transferred as below. |  |
| New school does not have CPOMS The CP file should be handed to the DSL of the new school. If it is necessary to post the file, this should be by recorded delivery and a copy of the entire file should be kept until the new setting confirms safe receipt. The copy should then be shredded.  |  |
| Child leaves school and moves on to college under age of 18   |  |
| Chronology  | Should be kept for at least the periods stated above. They may be archived for longer if this is stated in your policy   |
| College has CPOMS   | The college will be able to access the child's CPOMS record once the child is on roll. Current school should retain a copy of the chronology as above. If there are any paper records, these should be transferred as below. |

## Appendix 10

### Effective Challenge and Escalation for Salford LA

Effective partnership working is vital in order to ensure that outcomes for children and families are central to all assessment, planning and intervention. This includes the need to consider differing views and experiences which evidence the value of exchanging ideas and developing critical thinking in regards to how best to achieve improved outcomes. There will be times when disagreements occur and require informal and possibly lead to formal escalation. There needs to be a clear process in place to achieve and evidence this.

Principles in practice:

- Challenge is positive and should always be focused on the desired outcome for the child and family.
- The safety and wellbeing of the child is always paramount.
- It is the responsibility of each individual professional and agency to progress challenge if they are not in agreement with the outcome of any aspect of assessment, planning or intervention (any level of need and support)
- Challenge should be restorative and relationship based. Language should therefore be respectful and where possible discussions with the relevant practitioners should take place first.
- Challenge and escalation should be resolved in a timely manner.
- Challenge must be evidenced based and recorded on the child's file, including details or how the resolution improved outcomes for the child and/or family.
- If you have an immediate concern regarding the safety of a child, this should be reported to the Bridge.

Ensure your safeguarding lead is consulted with throughout the escalation process. Please attempt to resolve any disagreements informally, before initiating the

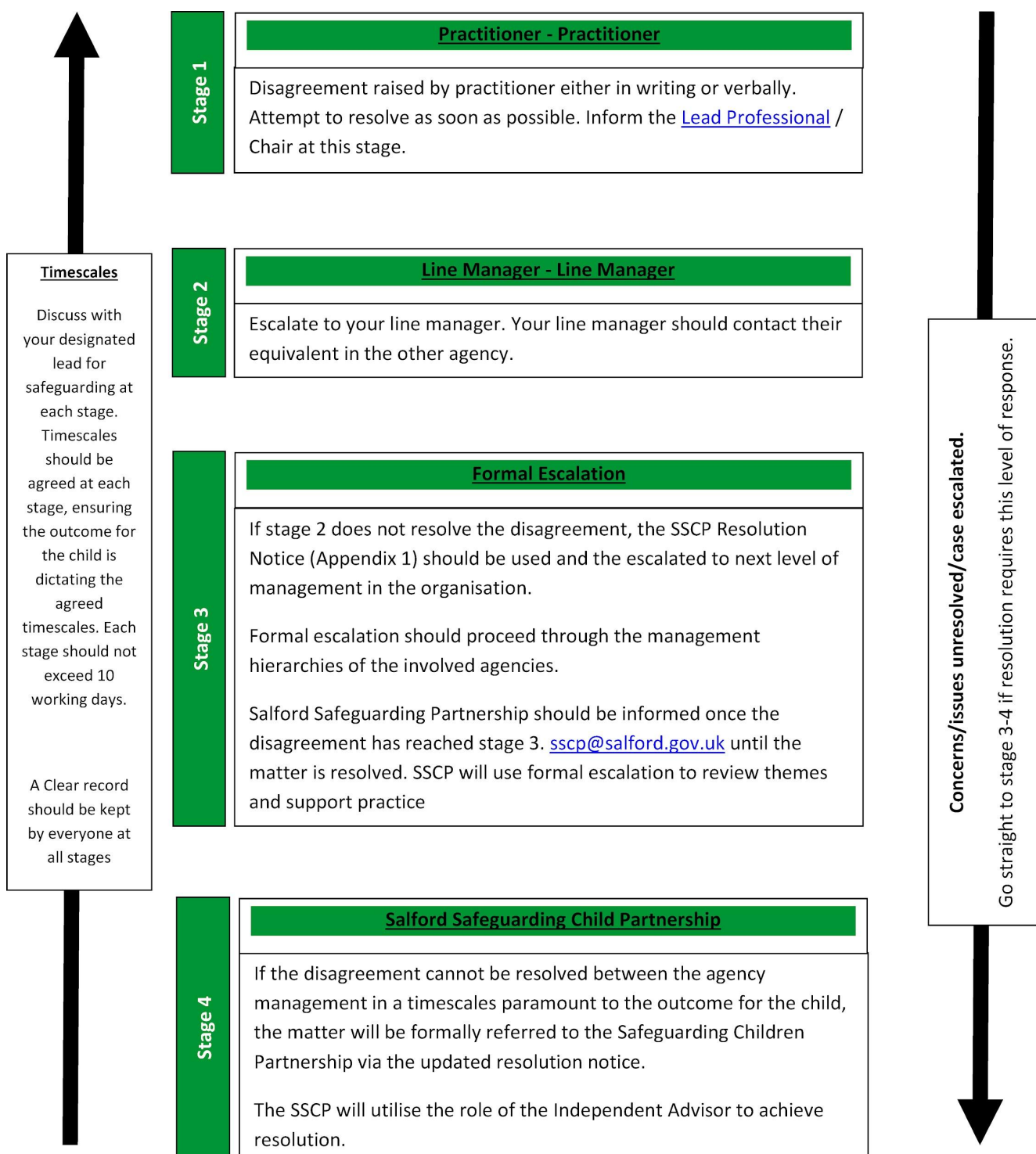
Formal process. Inform the Lead Professional/IRO/Child Protection/Young Person's Plan Coordinator or Chair of multi-agency meeting for information and monitoring.

This should be used in line with other relevant [policies and procedures](#) in Salford and the Greater Manchester Safeguarding Procedures Manual on:

[Resolving Professional Disagreements/Escalation Policy](#)

[Whistleblowing Guidance](#)

# Effective Challenge and Escalation Procedure



## Salford Safeguarding Children Partnership challenge and escalation single point of contact (SPOC) list

| Service  | Contact Details  |
|--|--|
| Achieve Substance Misuse Service, part of GMMH                                     | Alicia Murphy - 0161 357 1318<br><a href="mailto:Alicia.Murphy@gmmh.nhs.uk">Alicia.Murphy@gmmh.nhs.uk</a>  |
| Adult Social Care  | <a href="mailto:worriedaboutanadult@salford.gov.uk">worriedaboutanadult@salford.gov.uk</a><br>0161 631 4777  |
| Cheshire and Greater Manchester Community Rehabilitation Company                   | <a href="mailto:CGM.Salford@interservejustice.org">CGM.Salford@interservejustice.org</a><br>0161 451 5350  |
| Child in Need/Child Protection Team/ Children with Disabilities                    | <a href="mailto:cpcinad@salford.gov.uk">cpcinad@salford.gov.uk</a><br>0161 603 4555  |
| Early Help   | <a href="mailto:North.locality@salford.gov.uk">North.locality@salford.gov.uk</a>   |
| Education  | Contact to be made to the school, college, nursery/pre-school to clarify Designated Safeguarding Lead arrangements   |
| Adult Mental Health Services, part of GMMH (not Six Degrees)                       | John Fenby - 0161 271 0753 <a href="mailto:John.Fenby@gmmh.nhs.uk">John.Fenby@gmmh.nhs.uk</a> Anne Marie Lord - 0161 271 0753 <a href="mailto:Anne-Marie.Lord@gmmh.nhs.uk">Anne-Marie.Lord@gmmh.nhs.uk</a>   |
| Greater Manchester Mental Health Foundation Trust<br><br>Greater Manchester Police | Helen Williamson - 0161 358 2094<br><a href="mailto:Helen.Williamson@gmmh.nhs.uk">Helen.Williamson@gmmh.nhs.uk</a><br><br>All escalations to GMP must include a telephone call to ensure the correct officer is being contacted - 0161- 856 5425<br>DI Martin Ashurst - <a href="mailto:11070@gmp.pnn.police.uk">11070@gmp.pnn.police.uk</a> Op Gulf, Op Arctic DI<br>Gareth Jenkins - <a href="mailto:Gareth.jenkins@gmp.police.uk">Gareth.jenkins@gmp.police.uk</a><br>Complex Safeguarding<br>DI Alison Barber - <a href="mailto:Alison.barber@gmp.police.uk">Alison.barber@gmp.police.uk</a><br>Safeguarding and threats to life<br>DCI Amanda Delamore - <a href="mailto:Amanda.delamore@gmp.police.uk">Amanda.delamore@gmp.police.uk</a> Pro Active CID (Line manager for the above) |
| Leaving Care (Next Steps)  | <a href="mailto:nextstepsadmin@salford.gov.uk">nextstepsadmin@salford.gov.uk</a><br>0161 607 1888  |
| Looked After Children Team   | <a href="mailto:lac@salford.gov.uk">lac@salford.gov.uk</a><br>0161 779 7800  |
| National Probation Service   | <a href="mailto:christine.araya@justice.gov.uk">christine.araya@justice.gov.uk</a><br>Tel: 0161 451 5359<br>CC: <a href="mailto:manjit.byrne@justice.gov.uk">manjit.byrne@justice.gov.uk</a>   |
| NHS Salford Clinical Commissioning Group   | <a href="mailto:safeguarding.nhssalford@nhs.net">safeguarding.nhssalford@nhs.net</a><br>0161 212 4413  |
| Salford Royal Foundation Trust   | <a href="mailto:safeguardingteam@srft.nhs.uk">safeguardingteam@srft.nhs.uk</a><br>0161 206 3803  |
| Salford Safeguarding Unit  | <a href="mailto:cpru@salford.gov.uk">cpru@salford.gov.uk</a><br>0161 603 4350  |
| Strategic Housing  | <a href="mailto:Housing.Strategy@salford.gov.uk">Housing.Strategy@salford.gov.uk</a>   |
| The Bridge Partnership   | <a href="mailto:worriedaboutachild@salford.gov.uk">worriedaboutachild@salford.gov.uk</a><br>0161 603 4500  |

## Professional Challenge/Outcome Resolution Notice

**THIS DOCUMENT MUST BE SENT/STORED SECURELY**

|   |  |
|---|--|
| <b>Date of Notification</b>   |  |
| <b>Name of Child/Young Person</b>   |  |
| <b>D.O.B</b>  |  |
| <b>NHS Number/ P Number</b>   |  |
| <b>Outcome Resolution Notice Completed by:</b>  |  |
| <b>Name</b>   |  |
| <b>Role</b>   |  |
| <b>Agency/Team</b>  |  |
| <b>Contact Details</b>  |  |
| <b>Notification has been sent to:</b>   | <ol style="list-style-type: none"> <li></li> <li>cc'd in <a href="mailto:sscp@salford.gov.uk">sscp@salford.gov.uk</a></li> </ol> |
| <b>Summary of disagreement</b>  |  |
|   |  |
| <b>Evidence of the informal challenge that has taken place at stages 1-2 and the outcome of this challenge</b>                                      |  |
|   |  |
| <b>Desired outcome for the child and / or family. Please include details of what it is you are requesting happens as a result of this challenge</b> |  |
|   |  |

| <b>Stage</b>   | <b>Date Outcome Resolved</b> | <b>Supporting Evidence</b>  |
|----------------|------------------------------|---|
|                |                              | Embed written confirmation between parties about the agreed outcome |
| <b>Stage 3</b> |                              |   |
| <b>Stage 4</b> |                              |   |