

Trinity Christian School Nursery, Primary & Secondary



TRINITY
CHRISTIAN SCHOOL

Safeguarding & Child Protection Policy

Reviewed by SLT & Governors:	Spring 2025
Next Review due:	Spring 2026

Safeguarding & Child Protection

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Useful Contacts:

Trinity Christian School Safeguarding Team Members emails, for Safeguarding reasons only:	
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Deputy DSL Mr Chris O’Gorman	c.ogorman@trinityteachers.co.uk / 07757 484 038
SLT Mrs Sara Ward	s.ward@trinityteachers.co.uk
SLT Mrs Sian O’Gorman	s.ogorman@trinityteachers.co.uk
SLT Mrs Joanne Fisher	j.fisher@trinityteachers.co.uk
Chair of Governors Mr Gareth Cottrell	chair@trinityschool.org.uk
Online Safety Officer Mr Andrew Fisher	a.fisher@trinityteachers.co.uk
School Office	office@trinityschool.org.uk 0161 303 0674
Outside Agencies:	
Police (for non-emergency)	101
Darren Howarth 12744 Prevent Engagement Officer Tameside	0161 856 6345 07827 979 113 darren.howarth@gmp.police.uk
Designated Officer (previously known as LADO) Tameside Safeguarding Children Partnership	ladoreferrals@tameside.gov.uk 0161 342 4343
Department for Education Non-emergency helpline for staff and governors	https://report-extremism.education.gov.uk/ 020 7340 7264
Tameside and Glossop Early Intervention Team	0161 716 3280
Forced Marriage Unit	fm@fcdo.gov.uk . 020 7008 0151

1. POLICY AIMS

- To ensure that children attending Trinity Christian School are effectively safeguarded from the potential risk of harm, and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To promote the attitude amongst the school community, that **"it could happen here."**
- To ensure that all members of the school community:
 - are aware of their responsibilities in relation to safeguarding and child protection.
 - know the procedures that should be followed if they have a cause for concern.
 - know where to go to find additional information regarding safeguarding.
 - are aware of the key indicators relating to child abuse.
 - fully support the school's commitment to safeguarding and child protection.

2. DEFINITION OF SAFEGUARDING

Keeping Children Safe in Education defines Safeguarding and promoting the welfare of children 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.
- taking action to enable all children to have the best outcomes.

The terms 'child' and 'children' include everyone under the age of 18.

3. LEGISLATION, POLICIES AND GUIDANCE

This Safeguarding and Child Protection Policy has been written in reference to the latest Keeping Children Safe in Education but should also be read in conjunction with:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Independent school standards guidance 2019
- The Prevent Duty & Departmental advice for schools and childcare providers July 2015
- The use of social media for on-line radicalisation (July 2015)
- The Equality Act 2010
- The Education Act 2002
- The Children Act 2004
- The Childcare Act 2006
- Working Together to Safeguard Children 2023
- Searching, Screening and Confiscation Advice for Schools 2022.
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006

4. PRINCIPLES

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school strives to create a culture where parents and children see Trinity Christian School as a safe place to disclose any safeguarding issues and difficulties at home. We encourage our pupils to raise any concerns that they might have about themselves (or others) and we ensure that these are taken seriously.

Staff members working with children must maintain an attitude of **‘it could happen here’** where safeguarding is concerned.

This Policy is addressed to all members of staff and volunteers at the school. It applies to all children attending the school and does not exclude those children whose parent/family are members of staff.

Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the school, for example at another institution, school visits and trips, and sporting and cultural activities.

Trinity Christian School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures which include:

- | | |
|--|---------------------------------|
| • RSHE 2019 | • Safer Recruitment Policy |
| • Prevent Policy | • Positive Safe Handling Policy |
| • British values Policy | • Code of Conduct |
| • Anti-Bullying Policy | • Whistle Blowing Policy |
| • Behaviour Management | • Low Level Concerns |
| • Site Security | • Pastoral Support Policy |
| • E-Safety and Acceptable of Use of ICT Policy | • SEND Policy |

Trinity Christian School is committed to the children in our care, to protect and safeguard them as well as promoting their welfare and protection. It is unacceptable for those in a position of trust to engage in any behaviour that would be considered abusive or unsafe.

The school is committed to safe recruitment, supervision and training for teachers, parents and other adults who work in the school.

Through a system of policies and practices Trinity Christian School is equipped to:

- Prevent unsuitable people working with pupils.
- Identify, record, and intervene for pupils who are at risk of and/or are more likely to suffer significant harm, and take appropriate action with the aim of making sure they are safe.
- Promote safe practice and challenge poor/unsafe practice.
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm.

5. ROLES AND RESPONSIBILITIES:

5.1 The Governing Body

The Governing Body take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the school's care. The Governing Body will ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils according to section 10(2) of the Children Act 2004(a).

The Governing Body recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Accordingly, these guidelines have been prepared in consultation with the PCCA's Churches Protection Advisory Service, (CCPAS)

The Governing Body's Designated Governor for Safeguarding and Child Protection is currently carried out by **Mrs Gill Jump**. To ensure that the school is discharging its responsibilities in a robust fashion the Governor will:

- meet termly with the DSL and audit the systems/procedures/paperwork and outcomes of all reported safeguarding issues including the Single Central Register.
- disseminate all safeguarding issues to the wider Governing Body at Governing Body Meetings
- ensure that all paperwork pertaining to safeguarding (regardless of the outcome) is stored/recorded and acted on.
- work with the DSL to review this policy annually on the effectiveness of its procedure and report back to the wider Governing Body on an annual basis.

The Governing Body are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught 'as part of providing a broad and balanced curriculum'
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents/carers.
- Ensuring that staff members are given support and training.
- Having a system for dealing with concerns about possible abuse.
- Maintaining good links with the statutory child-care authorities.
- Ensuring that Trinity Christian School engages with the Local Safeguarding Children's Board and follows their procedures.

Our Chair of Governors, **Mr Gareth Cottrell**, role in Safeguarding is to take the lead in dealing with allegations of abuse made against the Headteacher.

5.2 The Headteacher

The Headteacher, **Mr Chris O’Gorman**, is responsible for the implementation of this policy. Part of the Headteacher’s responsibility is:

- Ensuring that staff and volunteers are informed of our systems and policies which support safeguarding, including this policy, as part of their induction.
- Ensuring that staff and volunteers understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.

5.3 The Designated Safeguarding Lead / Safeguarding Team

The Designated Safeguarding Lead is **Mrs Claire Bamford (Assistant Headteacher)**.

The Deputy Designated Safeguarding Lead is **Mr Chris O’Gorman (Headteacher)**.

- All safeguarding concerns must be immediately reported to the DSL. It is the intention to always have a trained DSL and Deputy DSL on site.
- However, in the event of both the DSL and Deputy DSL being absent from school or “offsite” all safeguarding concerns must be reported to Mrs Sara Ward, Mrs Sian O’Gorman or Mrs Joanne Fisher (SLT/Teacher), or Mr Gareth Cottrell (Chair of Governors).
- In safeguarding issues both the DSL and Deputy DSL can be contacted 24/7 on their mobiles.

Trinity Christian School Safeguarding Team Members emails, for Safeguarding reasons only:

Mrs Claire Bamford	DSL	c.bamford@trinityteachers.co.uk / 07790 301 629
Mr Chris O’Gorman	Deputy DSL	c.ogorman@trinityteachers.co.uk / 07757 484 038
Mrs Sara Ward	SLT	s.ward@trinityteachers.co.uk
Mrs Sian O’Gorman	SLT	s.ogorman@trinityteachers.co.uk
Mrs Joanne Fisher	SLT	j.fisher@trinityteachers.co.uk
Mr Gareth Cottrell	Chair of Governors	chair@trinityschool.org.uk
Mr Andrew Fisher	Online Safety Officer	a.fisher@trinityteachers.co.uk
School Office		office@trinityschool.org.uk 0161 303 0674

The role of the DSL and DDSL:

We believe that everyone who comes into contact with children and their families must adopt an attitude of “**it could happen here!**” and that all staff have a responsibility to keep children safe. We also believe that every person has the right to make a referral to Tameside Social services (or other relevant services which may include the Police). However, it is normally the duty of the DSL or Deputy DSL to make a referral.

The DSL and Deputy DSL at Trinity Christian School are required to:

- undergo regular (at least every 2 years) and suitable safeguarding training which includes local inter-agency working protocol and training in the Tameside Safeguarding Children Partnership.
- ensure that this information is cascaded to all staff via staff training on an annual basis. This will usually take place during the September Inset Day.
- liaise with all outside agencies and social care services (including Tameside Safeguarding Partnership Multi-Agency Safeguarding Hub).

The DSL and Deputy DSL are key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The DSL and Deputy DSL also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

All members of staff (including volunteers) must know who the DSL and Deputy DSL are and their corresponding roles:

- The DSL is the first person to whom members of staff report concerns.
- The DSL will work with the Deputy DSL to act as a source of advice and coordinate action within the school over child protection cases.
- The DSL will refer cases to the Local Authority Safeguarding Partnership (Tameside Safeguarding Partnership Multi-Agency Safeguarding Hub 0161 342 4101).
- The DSL and Deputy DSL will receive appropriate training every two years and cascade this to staff regularly and a record retained on file.
- The DSL and Deputy DSL will ensure the Safeguarding and Child Protection Policy is reviewed annually.
- The DSL and Deputy DSL will notify staff of changes to the KCSIE.
- The DSL and Deputy DSL are responsible for ensuring that a child involved in a police investigation has an appropriate adult with them.
- The DSL will ensure that education authorities are alerted when a child leaves the school or when a child is absent from school for a continuous period of 10 consecutive days.
- The DSL is responsible for monitoring on-line safety by monitoring the E-safety Policy and will ensure that key staff are fully trained and fulfil their responsibilities.
- The DSL will work alongside the Online Safety Officer to ensure that suitable and appropriate filtering and monitoring systems are in place and monitor the safety and security of the school's systems and networks.

5.4 Outside agencies:

In line with KCSIE guidance we recognise that a key role of the DSL is to work with other professionals. In so doing, the DSL will 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 all relevant outside agencies.

Trinity Christian School is committed to supporting and working with all safeguarding procedures in line with our Local Children's Safeguarding Board (Tameside Safeguarding Children Partnership).

As such our criteria for assessment reflect the Threshold for Assessment policy/procedures published by Tameside safeguarding Children Partnership being:

- Level 1 - Universal Services
- Level 2 - Early Help for children with emerging problems
- Level 3 - Targeted Family Help
- Level 4 - Specialist Services and Safeguarding

Levels of assessment and further guidance can be found at:

<https://www.tameside.gov.uk/TamesideMBC/media/Children/Children-Threshold-Document.pdf>

In order to meet with the threshold's outlines by Tameside Safeguarding Children Partnership, all safeguarding referral forms used by Trinity Christian School are colour coded to reflect the four levels of assessment above.

Tameside **Family Information Service** (0161 342 4260) can be contacted for help and advice on Early Help Services available for children, young people and families that have identified needs at Level 1/2/3.

The contact for the Local Authority Designated Officer (LADO) in Tameside is:
ladoreferrals@tameside.gov.uk / 0161 342 4343

The LADO's role is there for advice and to ensure that schools carry out the correct procedures. It is the responsibility of the DSL, Deputy DSL or staff member reporting the Safeguarding concern to ensure that the procedure is complete.

This Policy recognises children at risk, who have suffered, or might suffer, significant harm. In this instance the DSL (or Deputy) will report the matter to Tameside Safeguarding Children Partnership immediately (and Police in the event of a crime being committed).

All other safeguarding concerns relating to children in need will lead to early help; inter agency work and intervention using local (and school) processes following Tameside's Team Around Approach which may include the use of the Early Help Assessment. See **Appendix 1** for the Team Around flow chart.

5.5 Staff

All staff members have a responsibility to keep children safe. In so doing, they must be aware of children who are vulnerable, or are likely to suffer safeguarding issues. All staff members have a responsibility to take appropriate action, working with other services as needed, including Early Help. Staff are encouraged to exercise 'professional curiosity' to ensure the safeguarding of children.

All staff members in the school must read the content of the policy. The *Teacher Standards 2012* state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff must attend the safeguarding/child protection training offered by the school and put into practice any of its directives. Trinity Christian School is committed to an on-going training programme on such matters. Yearly updates will be undertaken at the beginning of each school year and periodically through the year.

All staff must read Part 1 and Annex A “Further Information”, of Keeping Children Safe in Education (latest version). The school has systems in place to assist staff understand and discharge their role and responsibilities. Staff must use the relevant Safeguarding Forms to communicate all Safeguarding which can be found electronically. Staff must not communicate any concern in a verbal manner to the DSL. In addition to this, school leaders, DSL and Governors must read and understand Annex B, C, and E.

In addition to working with the DSL, staff members must be aware that they might be asked to support social workers to take decisions about individual children.

All staff members must make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction, and reviewed annually. This includes this policy; the Staff Code of Conduct (including acceptable use of IT); Low Level Concerns policy (LLC) Behaviour policy, E-safety policy, and the Whistleblowing policy. Along with understanding the role of the DSL.

Staff members must be aware of the signs of abuse and neglect (see section 8 of this policy) so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they can seek advice from Tameside’s Safeguarding Children Partnership. <https://www.tamesidesafeguardingchildren.org.uk/>

Staff members must be aware of any signs of extremist views of any kind in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies, online or individuals). Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

Staff members must maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

6. STAFF AND VOLUNTEER RECRUITMENT

For more detail refer to the Safer Recruitment Policy.

The Governing body and the SLT at Trinity Christian School accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education Sept 2018 and KCSIE Part Three, in particular we will ensure that all necessary checks (as detailed in the Safer Recruitment Policy) and all DBS Barred Lists/Prohibition checks are completed before a person takes up a position in the school.

Furthermore, and in line with The School Staffing (England) Regulations 2009 we will also ensure that at least one person on an interview panel has received safer recruitment training which is renewed regularly (at least every two years). This person is normally the Head Teacher.

All staff are LEGALLY REQUIRED to inform their employer if they are Personally Disqualified from working with children where they work with EYFS or in a Before or After School club

provision for 8s and under. This will initially be checked on appointment and annually by the office. For more information, see the DfE statutory guidance: *Disqualification under the Childcare Act 2006* (updated September 2018).

7. INDUCTION AND TRAINING

All staff (including peripatetic teachers and volunteers) will be provided with induction training that includes:

- Information about the identity and role of the DSL/Deputy DSL
- The Safeguarding and Child Protection Policy
- Children Going Missing during school
- The Staff Code of Conduct Policy (including acceptable use of IT)
- Part 1 of KCSIE (plus Annex A)
- E-Safety Policy
- Whistleblowing
- Access to other policies such as, Fire Safety, Data Protection, Staff Concern & Grievance Policy and Health & Safety and more (see Induction checklist)

Induction training for staff working in the EYFS includes all the above plus:

- Help in understanding roles and responsibilities
- Information about emergency evacuation
- Intimate Care Policy
- Health and Safety Issues

All new employees are briefed on the role of the DSL which will give them an overview of the school and ensure that they know how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

All staff will be expected to attend training on safeguarding children, and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training, electronically stored.

The DSL and Deputy DSL will update their knowledge and skills by attending LSCB approved training at least every two years and disseminate this training to all staff.

8. DEFINITION OF ABUSE AND TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, **or by failing to act to prevent harm**. They may be abused by an adult or adults or another child or children (peer abuse). Abuse generally falls into four main categories being:

KCSIE defines abuse as; a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
4. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

See **Appendix 2** for more information about recognising signs of abuse.

9. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Staff at Trinity Christian School are trained by the DSL on a regular basis. This training includes:

- Understanding what constitutes child abuse
- The types of child abuse
- How to identify if a child is being abused
- What to do if a child is being abused
- How to respond to a disclosure
- Early Help

A child protection concern may come to the attention of school staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure, an injury that you see or staff suspicion.

As part of our commitment to remain vigilant we always begin each Tuesday SLT meeting with a Safeguarding slot and give time for information sharing at weekly staff training sessions. This ensures that any concerns are immediately shared by all staff. Child Protection incidents of a discrete matter are not discussed publicly at these times and are reported to the DSL in line with the procedure laid out in this policy.

In addition to this staff are required to record all child protection concerns on the school's electronic system.

If staff at Trinity Christian School has a concern about a child, they should always raise these with the DSL (**Mrs Claire Bamford**). The DSL will usually be the one that decides if a referral to Tameside Hub (0161 342 4101) is required or not - **although it must be remembered that anyone can make a referral.**

**For more detailed information on recognising signs of abuse refer to Appendix 2.
For more detailed information on what to do should you have a concern refer to Sections 15 and 16 of this policy, along with Appendix 3.**

10. EARLY HELP

Any child may benefit from early help (early intervention), regardless of their age but Keeping Children Safe in Education sets out a clear expectation that local agencies and schools will work together collaboratively to identify those children with additional needs or circumstances and provide support as soon as a problem emerges. See **Appendix 4** for pupils who may have more potential of needing Early Help.

Providing early help is far more effective in promoting the welfare of children - and keeping them safe - than reacting later, when any problems, for example neglect, may have become more entrenched.

Trinity Christian School is committed to ensuring everything possible is done to prevent the unnecessary escalation of issues or problems. Children and their families will be offered help when needs and/or concerns are first identified and, as a consequence of the early help offered, children's circumstances will improve and, in some cases, the need for more intrusive and intensive services are lessened or avoided.

We follow the following Early Help principles:

- high quality early identification and intervention for all children who need it, as well as effective integrated support for children with the most complex needs;
- preventative approach: we aim to work with families to enable them to build resilience and improve their capacity to help themselves should problems arise in the future;
- early intervention may occur at any point in a child's' life;
- children and their families are listened to, practice is focused on their needs which is captured in the Early Help Assessment;
- safeguarding is everyone's responsibility and the welfare of the child/young person is paramount.

11. ONLINE SAFETY

11.1. School network:

For more detail refer to the E-Safety and Acceptable Use of ICT Policy.

ICT is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, we need to build in the use of these technologies in order to equip our young people with the skills to access lifelong learning and employment.

Trinity Christian School understands its responsibility to educate our pupils on e-safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

‘Schools are finding that a blocking and banning approach, which merely limits exposure to risk, may no longer be a sustainable approach... Schools need to focus on a model of empowerment; equipping children with the skills and knowledge they need to use technology safely and responsibly, and managing the risks’
(Becta Safeguarding Children Online Feb 2009)

However, we do recognise that on-line safety is of paramount importance and that abuse can take place online or may be used to facilitate offline abuse by the perpetrator in the real world. As such, we ensure that appropriate filters are in place and are monitored regularly by the ICT department (Mr Andrew Fisher), the DSL and the Governors, focusing on the four main areas of risk: **Content, Contact, Conduct and Commerce**. (See E-Safety Policy and Annex C of KCSIE)

Part of the DSL’s responsibilities is to ensure that effective E-Safety (on-line safety) lessons are in place at Trinity. Furthermore, The DSL works closely with the ICT Department to ensure that staff are trained in E-Safety (on-line safety).

Trinity Christian School also recognises its responsibility to communicate with parents and carers regarding on-line safety, including the systems that are in place at school to keep children safe online, and in relation to any homework tasks that require children to use the internet.

Our E-Safety Policy states the sanctions that will be imposed if a child is found to be using the internet in school inappropriately.

11.2. Managing mobile technology

Many children now have unlimited and unrestricted access to the internet via mobile phone networks, which some of them may abuse to sexually harass their peers, share indecent images consensually and non-consensually, and view and share pornography and other harmful content.

Trinity Christian School ensures that in addition to internet filtering software, children are kept safe from abuse online by operating a zero-tolerance policy on all mobile devices. Our mobile phone policy ensures that all children’s mobile phones, and internet accessible devices, are switched off on entering the school grounds and are handed in at morning registration, in order to prevent the use of mobile data access to the internet. Children’s phones are handed back at the end of day registration and must not be turned on until they have left the school grounds. Our Mobile Phone Policy sets out the sanctions for any child misusing their mobile phone or internet accessible device. (See mobile phone policy and E-Safety policy).

12. PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of, or video record, their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this, i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission. Please see Prevent Policy & School Visitors Policy on how visitors should be monitored.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions, although we always ensure that parents are informed that this is prohibited.

On pupil admission, parental consent to the taking and use of photographs and videos will be taken for each pupil. The use of photographs and videos will be at the discretion of the Headteacher.

It is strictly forbidden for staff or any other person to take photographs of children using their mobile phone. Any photographs of children must be done by using the school digital camera. See EYFS Policy on the use of photographs and mobile technology.

13. THE PREVENT DUTY

For more details, refer to the Prevent Policy.

KCSIE writes children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of schools' safeguarding approach.

Therefore, staff at Trinity Christian School are required to be vigilant about all safeguarding matters which include children and young people being drawn into extremist organisations.

Please also see the British Values Policy.

13.1 Definitions

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or

threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

13.2 The Prevent Duty

The Prevent duty became law in 2015 stating that all schools and childcare providers must have due regard to prevent people being drawn into terrorism.

Schools and EYFS providers have a critical part to play. In England, the Early Years Foundation Stage (EYFS) places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

As a school and EYFS provider, we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrating that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensuring that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Making sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Ensuring that children are safe from terrorist and extremist material when accessing the internet.

13.3 Identifying Children at Risk & Making Referrals

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, **staff should be alert to changes in children's behaviour**, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, **referring any concerns immediately to the DSL or Deputy DSL**.

Action may include the DSL (or deputy) following local procedures for making a Prevent referral. The DSL may also seek advice from the voluntary organisation, Channel.

Useful contact details:

Police (for non-emergency)	101
Darren Howarth 12744 Prevent Engagement Officer Tameside	0161 856 6345 07827 979 113 darren.howarth@gmp.police.uk
Designated Officer (previously known as LADO) Tameside Safeguarding Children Partnership	0161 342 4343 ladoreferrals@tameside.gov.uk /
Department for Education Non-emergency helpline for staff and governors	020 7340 7264 https://report-extremism.education.gov.uk/
Tameside and Glossop Early Intervention Team	0161 716 3280

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

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

The SLT will make use of the new DfE (2022) Prevent Self-Assessment Tool for Schools to evaluate our practices and policies.

14. SPECIFIC SAFEGUARDING ISSUES

14.1. Learners with SEND and Disabilities

KCSIE clearly states that it schools should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics. Learners with SEND and disabilities have additional safeguarding vulnerabilities and barriers.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children.
- SEND children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. The majority of disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children.
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children.
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher.

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Children who are assessed as being more vulnerable to suffering significant harm may be in need of additional support from outside agencies leading to early help, inter-agency assessment and intervention using local processes, including use of the MARS (Multi Agency, Early Help Assessment, or Team Around the School) approaches. Trinity Christian School is

committed to working with Tameside Safeguarding Children Partnership for advice and help on what support can be provided for those identified as in need for early help and support.

14.2. Mental Health

Trinity Christian School recognises how important mental health is for the wellbeing of all children. Staff at Trinity Christian School should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst being alert to this, we recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff must be aware of how a child's experience of abuse, neglect or other traumatic childhood experiences may impact negatively upon their mental health, behaviour and education. Any mental health concerns that are also safeguarding concerns should be reported to the DSL (Mrs **Claire Bamford**) by following the school's Child Protection policy.

We agree that schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. As such, our PSHE curriculum supports the new RSE curriculum and is designed to teach children real life strategies to improve their mental health. (Positive Thinking is one such PSHE unit). In addition to this, and whilst we recognise that only appropriately trained professionals should make a diagnosis of a mental health problem, Trinity does offer specific support for children who have been identified as needing mental health and wellbeing intervention. Parents and Staff can follow the procedures set out in the school's Pastoral Care Policy. Please also refer to the RSE Policy.

We recognise that the new RSE curriculum is an important resource for keeping children safe and we are taking a "phased" approach:

If staff have a mental health concern about a child that is also a safeguarding concern, **immediate action will be taken**, following the procedures in the Safeguarding policy and speaking to the DSL. In so doing, we work closely with all outside agencies including Child Adolescent Mental Health Services (CAMHS).

14.3. Organised Abuse

Organised abuse is sexual abuse where there is more than a single abuser and the adults concerned appear to act in concert to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

14.4. Serious violence

All staff at Trinity Christian School will understand the indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

14.5. Child Missing from Education

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members must follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this policy about children who run away or go missing from home or care.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures 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 their going missing in future.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions (see Attendance Policy).

14.6. Child Sexual Exploitation CSE - Child Criminal Exploitation CCE

Child Sexual Exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Child Criminal Exploitation (CCE) is a type of child abuse where children are manipulated and coerced into committing crimes.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticements-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of KCSIE'.

(Distinct explanations of CCE CSE and County Lines in ANNEX A)

Trinity holds the following document on file if ever the need arises for such information: "Safeguarding Children Abused through Sexual Exploitation".

14.7. Contextual Safeguarding

Contextual safeguarding recognises that as young people grow and develop they are influenced by a whole range of environments and people outside of their family. For example in school, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.

All staff, but especially the DSL (and Deputy) should consider whether children are at risk of abuse or exploitation in situations outside of 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'.

14.8. Child on child Abuse

Child on child abuse is a real growing issue affecting many young people. As all staff must remain vigilant and adopt the “**it could happen here**” approach. We further understand that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

It is important to recognise that abuse isn’t always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. Traditionally, it is more likely that girls will be victims and boy’s perpetrators. However, it occurs, all child-on-child abuse is unacceptable and will be taken seriously.

Guiding principles:

- All concerns regarding child on child abuses **MUST** immediately be reported to the DSL.
- We recognise the importance of all staff challenging abusive behaviours between peers.
- Children must be confident in reporting child on child abuse and know their concerns will be treated **SERIOUSLY**.
- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.
- We adopt a strict **ZERO** tolerance on child on child abuse. As such it is never “banter” or “fooling around” - it is always extremely serious (and potentially criminal) and will not be tolerated.
- All cases of child on child abuse will be recorded and acted upon.

Child on child abuse includes the following:

Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim.

Bullying (including cyberbullying) prejudice-based and discriminatory bullying.

Physical abuse such as hitting, kicking, shaking, biting, hair pulling - or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.

Sexual violence such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence.

Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; any kind of sexual violence or sexual harassment/intimidation by children on peers - see detailed guidance in Part 5 of KCSIE.

Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. In the event of a safeguarding incident involving “sexting” the DSL and Deputy DSL will use the procedures contained in “Sexting in schools and colleges - Responding to incidents and safeguarding young people 2016” and the latest KCSIE guidelines.

Further guidance on sexting and the process used to investigate it can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.24_39_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Other forms of abuse:

- Abuse in intimate personal relationships between peers.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Prejudice or discriminatory based abuse e.g. homophobic or misogyny based abuse.
- Non-consensual abuse in intimate personal relationships between peers. This might include 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.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Dealing with allegations of child on child abuse:

When investigating an allegation of child on child abuse we will use the same rigour that we use for all other cases of abuse. However, we will minimise the likelihood of child on child abuse occurring by fully implementing our Behaviour Policy, Anti-Bullying Policy, E Safety, Prevent and all other relevant policies. In addition to this, all staff will remain vigilant and will record all allegations of child on child abuse on the school’s Electronic Tracking system and in the Concerns File.

The victims of child on child abuse will be supported by never being made to feel that they are responsible or in some way to blame. They will always be treated with courtesy and will know that their concerns will be recorded and acted on immediately. As such, any victim of child on child abuse will be supported with sensitivity, care and compassion. Research shows that children rarely lie about child on child abuse - consequently all investigations of child on child abuse will begin with the attitude that the victim is telling the truth.

We believe in taking a preventative stance in tackling child on child abuse as is reflected by the PSHE/Citizenship curriculum, which includes the use of the “Real Love Rocks” programme by Barnados <http://www.barnadosrealloverocks.org.uk> This curriculum encourages Secondary pupils to safeguard themselves in order to reduce the risks and build resilience.

Resources on child on child pressure can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

14.9. Child abduction and community safety incidents

KCSIE writes that child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

14.10. Children and the court system

KCSIE writes that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Further information is available online child arrangements information tool.

14.11. Children with family members in prison

KCSIE writes approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

14.12. County lines

KCSIE writes that ‘county lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

14.13. Modern Slavery and the National Referral Mechanism

KCSIE writes modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: How to identify and support victims - GOV.UK (www.gov.uk)

14.14. Cybercrime

KCSIE writes that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- Denial of Service (DoS or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Additional advice can be found at: National Crime Agency Cyber Choices, and National Cyber Security Centre - NCSC.GOV.UK

14.15. Domestic abuse

KCSIE (paragraph 43) states that *domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of these can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.*

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the Domestic Abuse Act 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

KCSIE Annex B talks more about Domestic Abuse and how children can be witnesses to these behaviours.

‘All children can witness and be affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result’.

National domestic abuse helpline: 0808 2000 247. In an emergency call 999.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate)

14.16. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and

referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

14.17. So-called 'Honour'-Based Abuse

KCSIE writes that (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. **If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL(or deputy).** As appropriate, the DSL (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

So-called Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk. Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have 'dishonoured', in which case both parties may be at risk, or by their own family if they are believed to be homosexual.

Some common triggers for HBV include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence

14.18. Female Genital Mutilation (FGM)

KCSIE writes that FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

Staff **must personally** report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).

For more information: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

14.19. Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

14.20. Sexual violence and sexual harassment between children

KCSIE writes it is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college.

KCSIE writes sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. 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.

Important considerations on how to respond will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour (as set out on paragraphs 16-20);
- the ages of the children involved;
- the developmental stages of the children with Special Educational Needs involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- is the alleged incident is a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, adult students or school or college staff?
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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. Especially important, is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'. As per usual in safeguarding matters, we should never promise to keep disclosures secret. The four main responses that the DSL/DDSL should consider are:

1. Manage internally
2. Seek early help (CAMHS and other counselling agencies)
3. Referral to Children's Social Care
4. Reporting to the Police

As always when concerned about the welfare of a child, all staff should act in the best interests of the child and the DSL/DDSL will follow general safeguarding principles using the latest Keeping Children Safe in Education.

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Further guidance on sexual violence and harassment can be found in the latest KCSIE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Supporting the Victim.

We use the following principles from KCSIE Sept to support the victim:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include referral to outside agencies that include Tameside Safeguarding Children Partnership (see above for contact details, Police, CAMHS, Rape Crisis Centre and Internet Watch Foundation (to potentially remove illegal images).

We recognise that parental consent is not always required for referrals to outside agencies. We will always act in the best interest of the child/victim.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation.

It is important that we do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

The designated safeguarding lead should take responsibility to ensure this happens and should discuss approaches to support with the victim and, where appropriate their parents or carers.

Supporting the Perpetrator.

Whilst we need to safeguard the victim and wider pupil/student body, it is of paramount importance to provide the alleged perpetrator with the necessary support in addition to any disciplinary sanctions.

We use the following principles from KCSIE to support the perpetrator:

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- We will ensure that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead is responsible to ensure this happens.

15. HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE/SAFEGUARDING

In the event of a child disclosing information to you it is not easy to give precise guidance, but the following may help:

The abbreviation **TED** is an effective strategy to use and helps the child to describe what has happened

- Tell me
- Explain to me
- Describe to me

GENERAL POINTS:

- Show acceptance of what the child says (however unlikely the story may sound).

- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know

CONFIDENTIALITY:

- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.
- Never ask direct questions or leading questions e.g. “Did he hit you?” vs. “Tell me what happened”.

HELPFUL THINGS YOU MAY SAY OR SHOW:

- I believe you (or showing acceptance of what the child says).
- Thank you for telling me.
- It’s not your fault.
- I will help you.

DON’T SAY:

- Why didn’t you tell anyone before?
- I can’t believe it! Are you sure this is true?
- Why? When? How/ Who? Where?
- Never make false promises.
- Never make statements such as “I am shocked, don’t tell anyone else”.

CONCLUDING:

- Again reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to Social Services or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse).
- Contact the DSL or contact an agency such as Thirtyone:eight (Formerly CCPAS) for advice or go directly to Social Services/Police/NSPCC. Tameside Hub can be contacted at 0161 342 4101.
- Consider your own feelings and seek pastoral support if needed.

16. WHAT TO DO ONCE A CHILD HAS SPOKEN TO YOU ABOUT ABUSE/SAFEGUARDINGThe Procedure

1. Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said, write what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes secure, even if these have been typed subsequently.
2. Report your discussion as soon as possible to the DSL (**Mrs Claire Bamford**). All concerns must be written on the relevant safeguarding form. These can be found in the electronic Safeguarding folder. See also **Appendix 5**.
3. You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.

4. Pass your concerns, via the electronic form (**Appendix 5**), to the DSL.
5. The DSL will decide the correct procedure to take.
6. If an allegation of abuse has been made, the DSL will consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact Social Services and/or Police to discuss putting into effect safety measures for the child so they do not return home.
7. You have the right to ask the DSL what procedure has been taken to deal with your concern. If you are not happy with the outcome, you have the right to report your concern to the relevant agencies. For more advice on this, contact the LADO, 0161 342 4343 ladoreferrals@tameside.gov.uk

For more detailed info on how to respond to allegations of abuse refer to Sections 15 & 16 of this policy along with **Appendix 3**.

Allegation made against a member of staff:

- In the event of a Safeguarding concern or allegation of abuse/misconduct being raised against a member of staff the DSL must be informed immediately. The DSL will inform the Head Teacher. The concern must immediately be reported to the Tameside Safeguarding Children Partnership on the same day that the concern was reported.
- In the event of a Safeguarding concern/allegation of abuse/misconduct being raised against the Head Teacher, the DSL must be informed immediately. The DSL will inform the Chair of Governors. The concern must be reported to Tameside Safeguarding Team on the same day that the concern was reported.
- In the event of a Safeguarding concern/allegation of abuse/misconduct being raised against the DSL, the deputy DSL must be informed. The concern must be reported to Tameside Safeguarding Team on the same day that the concern was reported.
- In the event of a Safeguarding concern/allegation of abuse/misconduct being made against the Chair of Governors (or another Governor) the DSL must be informed. The concern must be reported to Tameside Safeguarding Team on the same day that the concern was reported.
- In the event of a Safeguarding concern/allegation of abuse/misconduct being raised against any other person (including any staff member, parent, visitor, contractor, volunteer, governor, other worker, student etc) the DSL must be informed. The concern must be reported to Tameside Safeguarding Team on the same day that the concern was reported.

17. FURTHER GUIDANCE

Guidance and practical support on the following specific safeguarding issues listed below, can be sought from expert and professional organisations, if and when needed, using the NSPCC and GOV.UK websites.

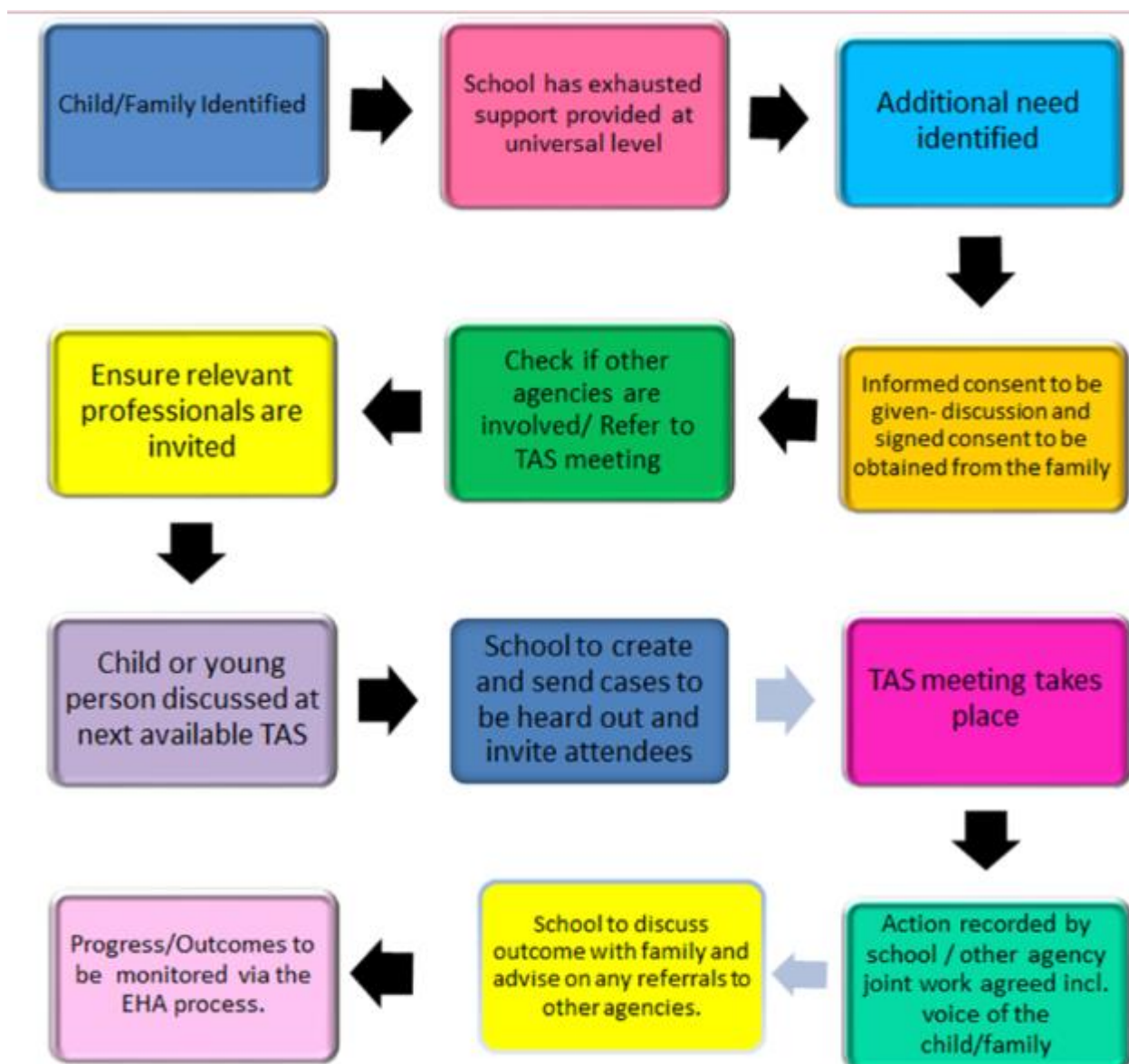
Staff need to be aware that the school holds policies on those marked with an *

- drugs* (Substance Abuse Education Policy)
- fabricated or induced illness
- faith abuse

- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- teenage relationship abuse
- trafficking

Further guidance can also be found in the KCSIE Appendix.

Appendix 1: Tameside Team Around the School Flow Chart



Appendix 2: Recognising Signs of Abuse

Types of abuse

There are four main categories of abuse - physical injury, neglect, sexual abuse and emotional abuse.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy.

This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Bruising in unusual areas
Frequent unexplained injuries	Changing explanation of injuries
Afraid of physical contact	Not wanting to go home with parent or carer Cowering
Violent behaviour during role play	Broken bones
Unwillingness to change clothes	Finger marks
Aggressive language and use of threats	Cuts and grazes
	Cigarette burns

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing
Dirty
Cold (complaining of)
Body sores
Hunger (complaining of)
Urine smells
Unkempt hair
No parental interest
Not wanting to communicate
Behaviour problems

Attention seeking
Lack of respect
Often in trouble (police)
Bullying
Use of bad language
Always out all hours
Lack of confidence (low self-esteem)
Stealing
Jealousy
Significantly underweight

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour / language
Withdrawn
Change of behaviour
Role play
Rejecting physical contact or demanding attention
Rocking
Physical evidence - marks, bruising

Inappropriate knowledge
Pain going to toilet
Strong urine smell
Stained underwear
Bruising/marks near genital area
Inappropriate drawing
Inappropriate relationships with others

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

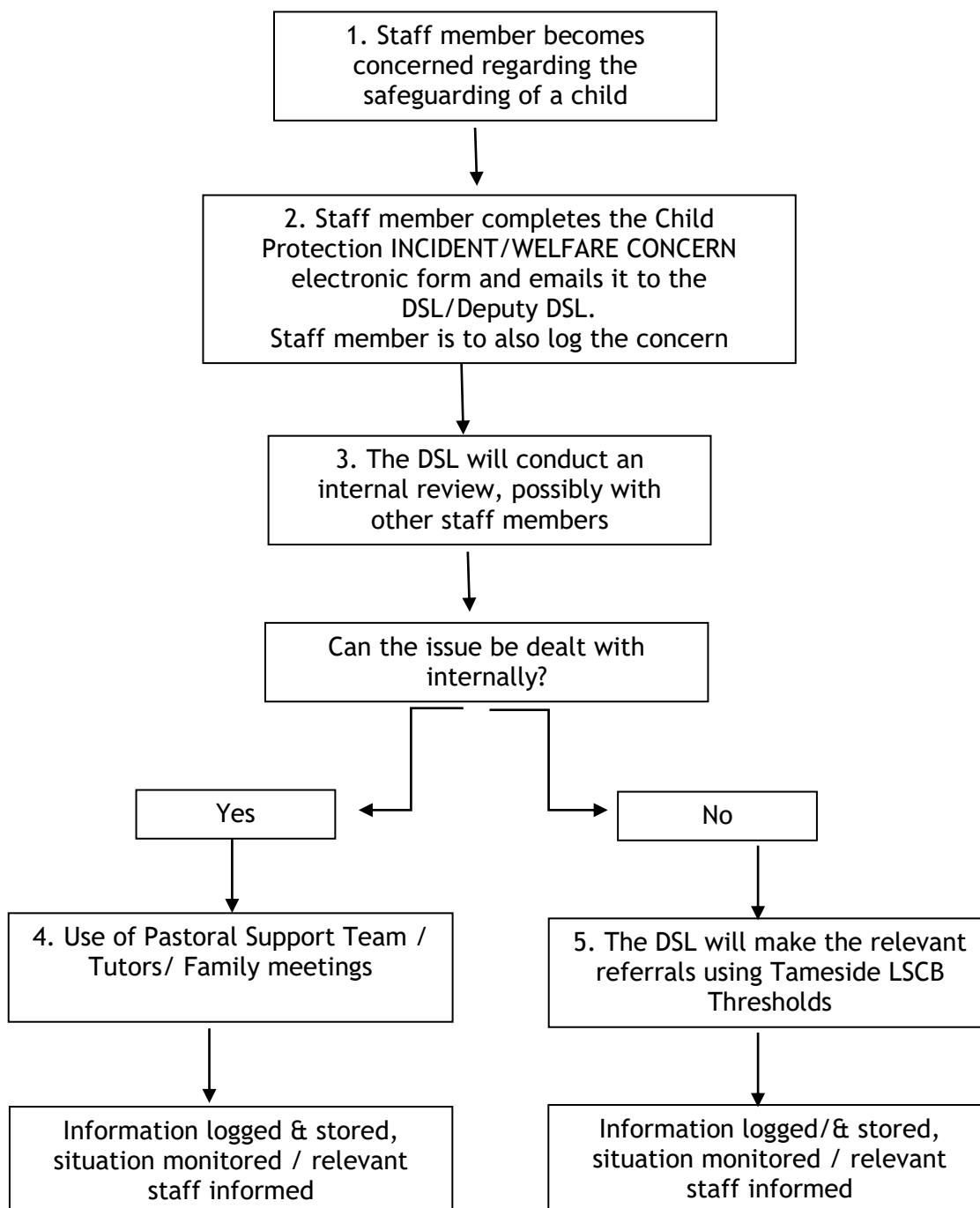
Symptoms:

Crying
Rocking
Withdrawn
Not wanting to socialise
Cringing
Bad behaviour
Aggression
Behaviour changes
Bribery by parent

Self-infliction
Lack of confidence
Attention seeking
Isolation from peers
Unable to communicate with peers
Clingy
Afraid of authoritative figures
Treating others as they have been treated

Appendix 3: How to raise a concern at Trinity Christian School

Staff member led concern (where a disclosure has NOT been made):



Remember: the staff member who raises the concern has the right to ask what the outcome of the investigation has been. If that staff member is not happy with the outcome, they are within their rights to make a referral to the relevant outside agencies.

Safeguarding Issues related to suspected FGM should be immediately reported to the Police.

Raising a concern when a child has disclosed a Safeguarding issue:

It is the job of staff members to record the disclosure and **not** to “investigate” the disclosure. The correct person to investigate the disclosure is the DSL, **Mrs Claire Bamford**, or Deputy DSL, **Mr Chris O’Gorman**.

When a child discloses information, the staff member must NEVER promise confidentiality or that they “will keep the disclosure a secret”. The safety of the child forbids this. Instead, ALL disclosures and evidence of possible abuse must be recorded and reported on the relevant Incident-Disclosure Form (**Appendix 6** - follow the procedure as outlined in **Appendix 5**, from step 2). It is essential to respect the confidentiality of information received, which should only be passed on to designated colleagues.

Staff should record and report all factual evidence accurately and exactly; as well as recording carefully any feelings and suspicions. Bear in mind that parents/carers have a right to see information regarding their child unless it might put the child at risk of significant harm. This means that wording must be very careful i.e. avoid stereotyping, unsupported assumptions and derogatory language. If a staff member has asked a question to the child, the question should be noted down. With children with SEND it is also important to log their body language.

How to respond to a child wanting to talk about abuse, child on child sexual violence, exploitation or neglect.

It is not easy to give precise guidance, but the following may help:

General points

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know - don’t promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.
- Never ask direct questions or leading questions e.g. “Did he hit you?” vs. “Tell me what happened”.

Helpful things to say/do

TED QUESTIONS are particularly useful - **TELL** me, **EXPLAIN** to me and **DESCRIBE** to me

- I believe you (or showing acceptance of what the child says).
- Thank you for telling me.
- It’s not your fault.
- I will help you.

Don’t say

- Why didn’t you tell anyone before?
- I can’t believe it! Are you sure this is true?
- Why? When? How/ Who? Where?

- Never make false promises.
- Never make statements such as “I am shocked, don’t tell anyone else”.

Next steps

Reassure the child that they were right to tell you and show acceptance.

Let the child know what you are going to do next and that you will let them know what happens (the DSL might have to consider referring to social Services or the Police to prevent a child or young person returning home if they are considered to be seriously at risk of further abuse).

Summary

OBSERVE-RECORD-DSL

- **OBSERVE**
 - Aim for early recognition of difficulties faced by any child.
 - Be aware of what to look out for (signs and symptoms).
 - Look for patterns of physical or behavioural indicators (there may be overlap between categories).
 - Promote speaking and listening so children feel able to share their worries.
 - Make sure children know the range of people in school they can talk to.
- **RECORD**
 - If you have any concerns, write them down with the time, date and your signature.
 - Include factual information rather than speculation.
 - Make sure any quotes are accurate and use children’s own words where possible. If you paraphrase, make this clear.
 - If there are physical injuries, record their nature and location carefully e.g. ‘light circular bruising about 4cm in diameter on back of left hand.’
 - Do not try to get extra information from the child unless advised to do so
 - Consult the DSL before discussing your concerns with the parents/carers.
- **DSL**
 - If you have any Child Protection concerns, no matter how small, these should **always** be passed to or discussed with the DSL.

Appendix 4: Pupils who may have more potential of needing Early Help

All children may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Appendix 5

Child Protection INCIDENT/WELFARE CONCERN FORM

To ensure that children are kept safe **ALL SAFEGUARDING CONCERNS** must be put in writing before being given to the DSL

Child's name			
Child's date of birth		Year group	
Staff member reporting incident/welfare concern			
Date of incident/welfare concern		Time of incident	

Details of the incident/welfare concern

Reporting staff member's signature	Date
Please pass this form to the Designated Safeguarding Lead: Claire Bamford	

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Child Protection INJURY FORM

To ensure that children are kept safe **ALL SAFEGUARDING INJURIES** must be put in writing and a BODY MAP completed before being given to the DSL

Child's name			
Child's date of birth		Year group	
Staff member reporting injury			
Date of first seeing injury		Date of recording the injury	
Brief description of injury			
NOTE: Fill in the Body map as part of this form			
Did you discuss the injury with the parent?	YES / NO	What did the parent say?	
Did you discuss the injury with the child?	YES / NO	What did the child say?	

Reporting staff member's signature:

Please pass this form to the Designated Safeguarding Lead: **Claire Bamford**

The Designated Safeguarding Lead (DSL) - record the response to the injury and outcomes

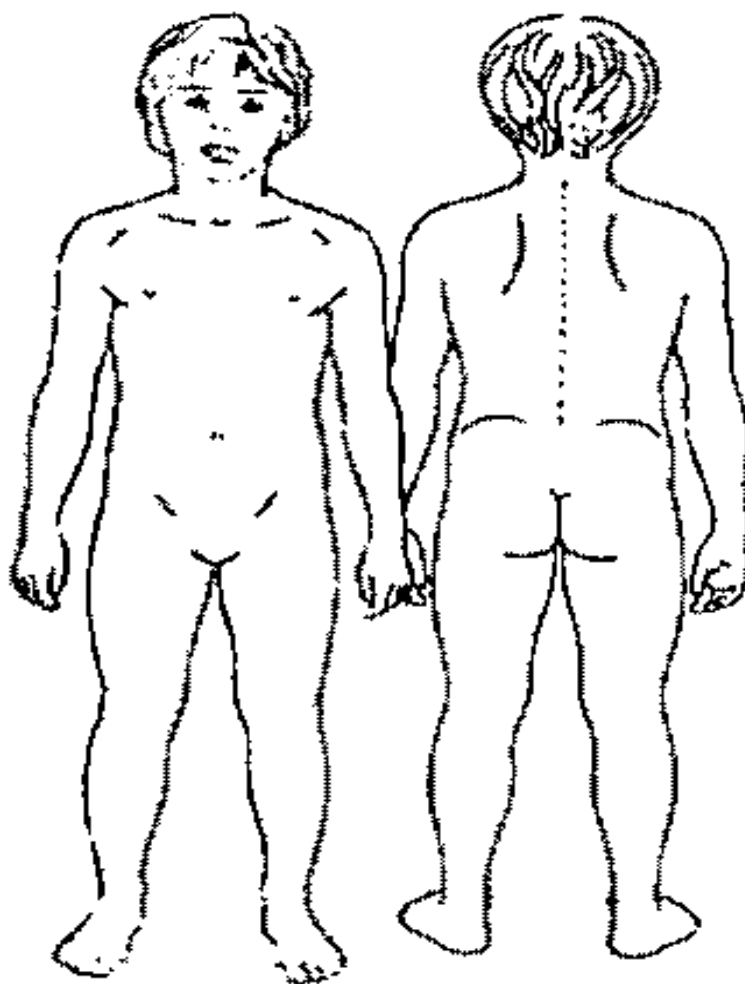
Response to the injury– note that action must include the names of anyone to whom your information was passed

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BODY MAP

To be completed alongside the form/s above.
Please allocate below the areas noted in report for injury or concern with a red circle



Appendix 6: Definitions of sexual violence offences
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When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹³⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Appendix 7: Contacts outside of Tameside

In the event that a child who requires a Safeguarding referral lives outside of the Tameside area, it may be necessary to make the referral through their local Safeguarding team.

Manchester:

<https://www.manchestersafeguardingpartnership.co.uk/children-young-people/>

manchestersafeguardingpartnership@manchester.gov.uk

0161 234 3330 / 0161 234 4166 / 0161 234 6821 / 0161 234 1523 / 0161 234 6919

Oldham:

MASH Referral form: <https://adt.oldham.gov.uk/mashreferrals/WR00MASH.aspx>

Child.mash@oldham.gov.uk

0161 770 7777 between the hours of 08:40am - 5pm

0161 770 6936 (Emergency Duty Team) outside of these hours.

Derbyshire:

<https://www.ddscp.org.uk/>

ddscp@derby.gov.uk

Starting Point Consultation and Advice Service for Professionals 01629 535353

Stockport:

<https://forms.stockport.gov.uk/contacting-the-massh/level-select>

MASSH: 0161 217 6028