



Trafford Strategic
Safeguarding Partnership

Victoria Park Junior School's Safeguarding and Child Protection Policy

September 2025 – August 2026

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1. Foreword by James Wilkinson (Headteacher)

1. At Victoria Park Junior School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

The Governors and staff of Victoria Park Junior School regard each child as a unique individual. We seek to support pupils' development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a secure school environment and clear lines of communication with trusted adults helps all children and especially those at risk of or suffering from abuse. These are regarded as central to the well-being of the individual and are therefore seen to be a deep-rooted part of all aspects of the curriculum and our school's values and attitudes.

This policy recognises that safeguarding is the responsibility of every employee. We will take prompt and effective action in order to address any welfare or child protection concerns that arise or are brought to our attention, whatever their source. We will maintain and continue to enhance a positive whole-school safeguarding ethos, which creates and maintains a learning environment within which children feel safe and secure and are able to achieve their full potential and have confidence to have a voice. We will develop and maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse are picked up and the opportunity for those wishing to cause harm to children is drastically reduced. We will always act in the best interest of the child.

2. Purpose and principles

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Victoria Park Junior School, (hereinafter referred to as "the school") have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.
2. This policy:
 - i. has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance.
 - ii. applies at all times when the school is providing services or activities directly under the management of the school staff.
 - iii. is publicly available on the school's website, and a printed copy can be made available via the school office.
 - iv. Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.
3. This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:
 - i. Child on Child Abuse Policy
 - ii. Behaviour Regulation Policy
 - iii. Staff Code of Conduct
 - iv. IT/Online Safety Policy (including mobile and smart technology)
 - v. Whistle blowing Policy
 - vi. Children missing/absent from Education Policy
 - vii. Managing Allegations Policy
 - viii. Information Sharing/Management Policy

Safeguarding and promoting the welfare of children means:

- › Providing help and support to meet the needs of children as soon as problems emerge
- › Protecting children from maltreatment whether that is within or outside the home, including online
- › 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

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

3. Key information

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

Role	Name / Contact Details
Chair of Governing Body	Name: Mrs. Sarah Baker Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Nominated Governor for Safeguarding	Name: Mrs. Akilah Akinola Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Headteacher	Name: Mr. James Wilkinson Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Designated Safeguarding Lead (DSL)	Name: Mr. James Wilkinson Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Deputy Designated Safeguarding Lead (DDSL)	Name: Miss Mel Tidman Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Designated Teacher (Pupils who are looked after)	Name: Miss Mel Tidman Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk
Senior Mental Health Lead:	Name: Miss Mel Tidman Contact Telephone: 0161 912-5005 Contact Email: victoriajunior.admin@trafford.gov.uk

2. All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who are both members of the school's leadership team. These people have the appropriate status and authority within the school to carry out the duties of the post.
3. The Designated Safeguarding Lead Deputy or Designated Safeguarding Lead are also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.
4. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead co-ordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL or DDSL is also responsible for their school's contribution and commitment to any plans, team around the family and core groups or other assessment. These meeting include:
 - i. Team around the Family Meetings (Early Help)
 - ii. Strategy Discussions
 - iii. Child in Need Meetings
 - iv. Initial Child Protection Conferences
 - v. Review Child Protection Conferences
 - vi. Multiagency Risk Assessment Conferences (MARAC)
 - vii. Trafford Team Together (TTT) Meeting
5. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).
6. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need). Any child may benefit from early help.
7. If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network of the Learning Mentor, Attendance Lead and Mental Health Lead and document the Early Help provided on our own internal systems (CPOMs). This is just for cases that are at Level 2 of the Level of Need¹.
8. When engaging other services outside of our school to form part of a Team around the Family, we will utilise Trafford's Early Help Assessment² to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.
9. Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time. Trained DSL will be available either in school or via the telephone.
10. If a child is in immediate danger, contact will be made with the police via 999.
11. If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response³ via the online referral form.

¹ The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - [Level of Need document](#)

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

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

12. Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.
13. All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, will be promptly recorded in writing– All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing (on a DSP notification and stored on CPOMS. Records include:
 - i. a clear and comprehensive summary of the concern;
 - ii. details of how the concern was followed up and resolved;
 - iii. a note of any action taken, decisions reached and the outcome.
14. Where there is a safeguarding concern the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

4. Creating a Safeguarding Culture

1. It is important to us at the school that all children feel safe and supported in our setting.
2. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.
3. All staff are aware of the categories of abuse, which are:



4. All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.
5. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse.
6. Staff are also made aware of other key safeguarding topics that, these are:

Abuse in intimate personal relationships	Bullying & Cyberbullying	Child on Child abuse	Child Sexual Exploitation	Children with SEN and/or disabilities	Consensual and non-consensual sharing of nude/semi-nude images
Contextual	Criminal Exploitation 'County Lines'	Domestic Abuse	Early Help	Female Genital Mutilation	Gangs & Youth Violence
Hate	Initiation/hazing type violence and rituals	Mental Health	Preventing Radicalisation & Extremism	Private Fostering	Relationship Abuse
Serious Violence	Sexual Harmful Behaviour	Sexual Violence and sexual harassment	So-called 'honour' - based abuse	Trafficking	Upskirting (which is a criminal offence)

7. The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.
8. The school recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.
9. Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in [Appendix 1](#).
10. In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford's Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Schools are encouraged to attend MARAC for the cases which are known to them and share relevant information to multi-agency partners.
11. Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member. Safelives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk

Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate. The guidance can be found in [Appendix 11](#).

12. Trafford schools also have access to specialist Domestic Abuse training on DASH RIC and Managers Training through Trafford Domestic Abuse Service (TDAS). Schools are expected to attend and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.
13. Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - [NSPCC website](#). The school recognises and adheres to its mandatory duty⁴ to report any suspected or known cases of FGM about a female under 18 years old to the police.
14. If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.
15. All cases of known or suspected 'Honour-based' Abuse will be reported via the schools' normal channels and the appropriate professional advice sought and external referrals completed.
16. All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Child on Child abuse policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.
17. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values, safety sessions etc. in to our 'Values & Attitudes' sessions (PSHE) curriculum and assembly time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Relationship Education and Health Education is taught within our 'Values & Attitudes' (PSHE) sessions, in line with DfE guidance and the national curriculum.
18. When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected.
19. The school adopts the UK Council for Child Internet Safety guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to sharing of indecent images. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in [Appendix 6](#).
20. Online safety and our approach to it is reflected in our IT/Online Safety policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks, and considers the 4Cs (Content, Contact, Conduct and Commerce).
21. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in [Appendix 3](#).

⁴ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

22. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality. All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, will be promptly recorded in writing– All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing (on a DSP notification and stored on CPOMS. Records include:
 - i. a clear and comprehensive summary of the concern;
 - ii. details of how the concern was followed up and resolved;
 - iii. a note of any action taken, decisions reached and the outcome.
23. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.
24. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
25. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe. This includes: strategies for keeping safe in the local environment or unfamiliar places; safe use of digital devices, internet and social media; how to respond and react in an emergency situation; safe and unsafe adults and how to report concerns or abuse.
26. Instances of children who are missing or absent from education are dealt with under the schools children missing from education policy, which sets out the schools approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.
27. To assist with the above and other incidents, the school requests at least two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.
28. The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, through our 'Values & Attitudes' the school teaches pupils about: respecting the difference and similarities between people and recognising what they have in common with others; responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own; human rights and that they are there to protect everyone; the relationships between rights and responsibilities; the importance of having compassion towards others and how to report concerns.
29. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
30. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
31. The school understands that children with needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.
32. Keeping our children safe in out-of-school settings where services or activities are provided separately by another body, we will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate
33. Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School

which oversees the education of children at their school has updated contact details. More information can be found in Appendix 13

34. In line with updated RSHE guidance staff should pursue opportunities to teach safeguarding. Pupils' stages of development should be taken into account. In line with the updated RHSE guidance children should be supported to develop skills that form the building blocks of all positive relationships, to be kind in relationships, to be confident to and know how to report concerns about abusive relationships and to know that victims of harassment and/or abuse are not at fault.
35. Victoria Park Junior School ensures that internet usage is as safe as is reasonably possible, including process of monitoring, filtering and use of Artificial Intelligence.
36. Written record of safeguarding will be obtained from Alternative Provision if Victoria Park Junior School Pupils attend. This includes evidence of appropriate safeguarding checks, changes that may put a child at risk and always knowing where the child is located. Safeguarding concerns will result in immediate review and possible termination of the placement.

5. Staff learning and development

1. Learning about safeguarding is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of '**it could happen here**' where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.
2. All new staff to the school have a comprehensive induction, this includes reading and understanding:
 - i. Information sharing: advice for practitioners who are providing safeguarding services
 - ii. Part one and Annex A of 'Keeping children safe in education 2025'
 - iii. School Behaviour Policy
 - iv. School Policy for Children Missing/Absent from Education
 - v. Staff Behaviour Policy
 - vi. This Safeguarding & Child Protection Policy
 - vii. 'What to do if you're worried a child is being abused' guidance
 - viii. The role of the designated safeguarding lead
 - ix. Trafford's Early Help process
3. Designated staff are trained in specialist areas of work, such as:
 - i. Designated Safeguarding Lead
 - ii. Mental Health Champion
 - iii. Domestic Abuse Champion etc.
 - iv. Designated Teacher for Looked After Children
4. A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:
 - i. TSSP Termly Safeguarding in Education Bulletins
 - ii. TSSP Multi-Agency Learning and Development Programme
 - iii. TSSP Bulletin
 - iv. Leaflets
 - v. Mentoring

- vi. Online learning
 - vii. Posters in the staff room detailing referral processes and key topics
 - viii. Shadowing
 - ix. Staff handbook
 - x. Staff induction pack
 - xi. Standing agenda item staff meetings
 - xii. In-house training
 - xiii. Video
 - xiv. Workbooks
 - xv. NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors
5. All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.
 6. Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.
 7. All staff should know what to do if a child tells them they are being abused, exploited or neglected including child on child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
 8. All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
 9. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 10. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
 11. All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.
 12. As and when required, other external agencies may be consulted to assist with staff learning and development.

6. Safer Recruitment

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

Checks undertaken include:

Enhanced Disclosure and Barring Service (DBS) Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Verify candidates physical and mental fitness for their responsibilities
Identity confirmation	Confirmation of right to work in the UK, including EU nationals
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	(independent schools only – management position) Section 128 direction check
Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)

2. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.
3. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
4. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
5. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
6. More information can be found in [Appendix 2](#) relating to when a barred list check would be carried out.
7. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

7. Managing allegations against professionals who work with children

1. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.
2. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
 - i. Behaved in a way that has harmed a child, or may have harmed a child;
 - ii. Possibly committed a criminal offence against or related to a child;
 - iii. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
 - iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
3. This applies to any child the member of staff has contact with in their personal or professional life.

4. All staff are reminded of the schools Whistleblowing Policy, which may be found on the school website.
5. The NSPCC whistleblowing details are at [Appendix 4](#).
6. Allegations regarding members of staff at the school must be reported immediately to the headteacher or principle, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
7. Any allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.
8. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in [Appendix 4](#).
9. Initial discussions with the LADO will consider the nature of the allegation and next steps.
10. Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
11. The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
12. The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
13. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.
14. Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

8. Controlling access to school premises

1. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.
2. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
3. A school can either:

- i. bar them temporarily, until the individual has had the opportunity to formally present their side; or
 - ii. tell them they intend to bar them and invite them to present their side by a set deadline.
4. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.
5. The Department for Education (DfE) does not get involved in individual cases.
6. We don't knowingly allow any person on to school grounds who:
 - i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
 - ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
7. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

9. Glossary

Term	Meaning
A Child	A person who has not yet reached their 18 th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child abuse linked to faith or belief (CALFB)	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: <ul style="list-style-type: none"> • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
Child on Child Abuse	Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

Term	Meaning
	<ul style="list-style-type: none"> • 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 standalone or part of a broader pattern of abuse • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery) • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
County Lines	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.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	1. Domestic abuse, or domestic violence, is defined across Government as “any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality.

Term	Meaning
	<p>2. This can encompass, but is not limited to, the following types of abuse:</p> <ul style="list-style-type: none"> • Psychological • Physical • Sexual • Financial • Emotional • Harassment and Stalking • Controlling behaviour • Coercive control <ol style="list-style-type: none"> 1. Controlling behaviour is: a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of them of the means needed for independence, resistance and escape and regulating their everyday behaviour. 2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group
Early Help	<p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.</p>
Emotional Abuse	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
Female Genital Mutilation (FGM)	<p>Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.</p>
Gangs & Youth Violence	<p>Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.</p> <p>A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.</p>

Term	Meaning
	An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	<p>Hostility or prejudice based on one of the following things:</p> <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Consensual and non-consensual sharing of nude/semi-nude images	<p>Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal.</p> <p>A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph.</p> <p>This can include:</p> <ul style="list-style-type: none"> • photos • videos • tracings and derivatives of a photograph • data that can be converted into a photograph • 'indecent' is not defined in legislation but can include penetrative and non-penetrative sexual activity • 'making' can include opening, accessing, downloading and storing online content • 'sharing' includes sending on an email, offering on a file sharing platform, uploading to a site that other people have access to, and possessing with a view to distribute
Incel	Incel is a shortened version of involuntary celibate (Hall, 2019), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term mansphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society
Mental Health	<p>Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:</p> <ul style="list-style-type: none"> • Emotional state (fearful, withdrawn, low self-esteem) • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).
Modern Slavery	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.
Neglect	Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may

Term	Meaning
	<p>occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Operation Encompass	<p>Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website</p>
Physical Abuse	<p>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.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)</p>
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.</p>
Relationship Abuse	<p>Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Serious Violence	<p>The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.</p>

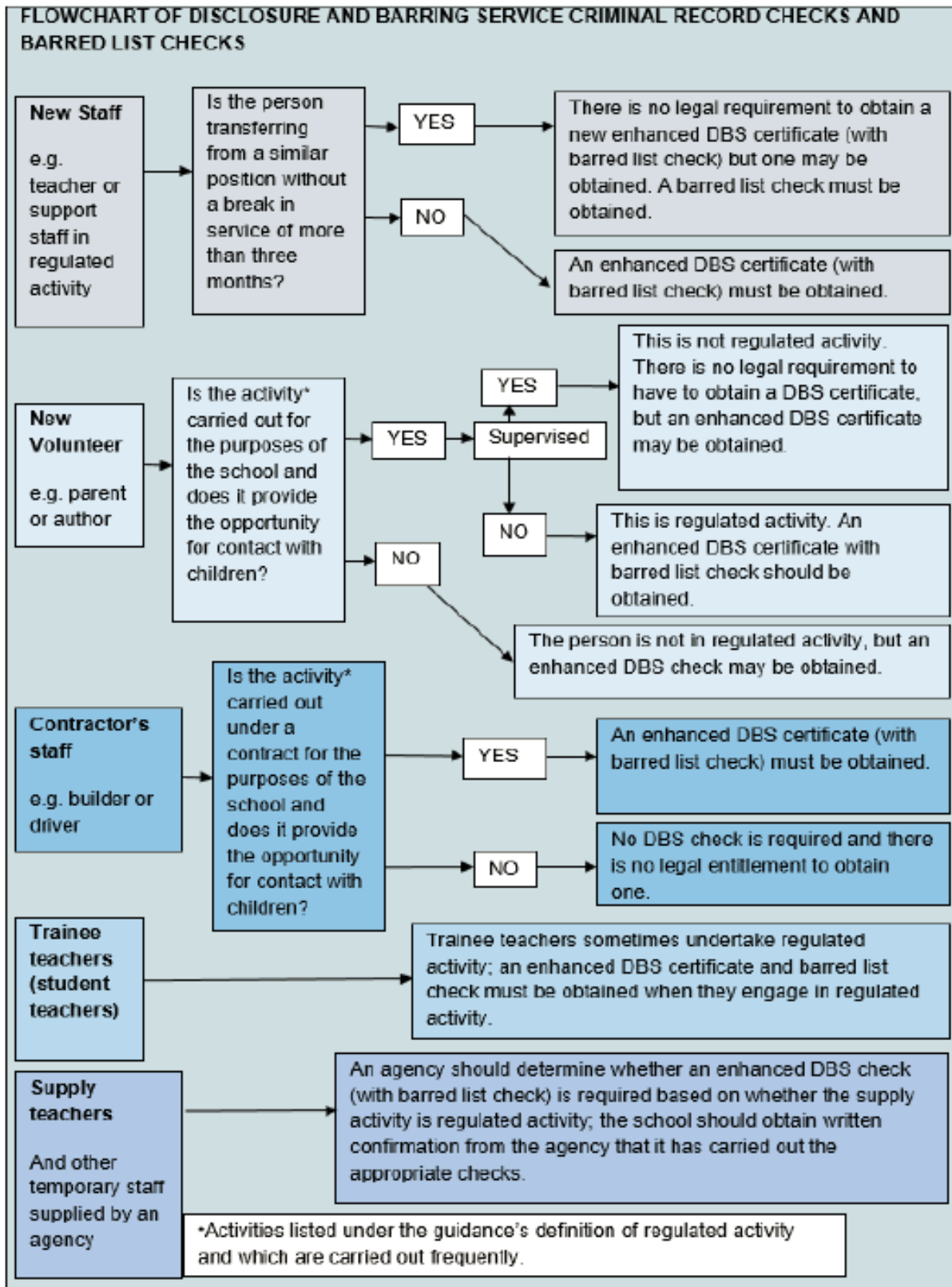
Term	Meaning
	<ul style="list-style-type: none"> • Peer group A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. • Street gang “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.” • Organised criminal gangs “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.’” <p>It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it.</p>
Sexual harassment between children	<p>When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.</p>
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003⁵. Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	<p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.</p>

⁵ legislation.gov

Appendix 1 Operation Encompass Flowchart



Appendix 2 DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2021

Appendix 3 HM Government guidance -What to do if you're worried a child is being abuse

Advice for practitioners [Government website](#)

Appendix 4 Contact details

Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk LADO@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Trafford Strategic Safeguarding Partnership – Training address TSSP.learning@trafford.gov.uk
Social Care Out of Hours Emergency Duty Team 0161 912 2020	<u>Police</u> Non-emergency – 101 Emergency - 999
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Helpline NSPCC website

Appendix 5 Department for Education- Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

[Government website](#)

Appendix 6 UK Council for Child Internet Safety guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

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

Appendix 7 Staff Safeguarding Checklist



Staff Safeguarding
Checklist 2023.docx

Appendix 8 Trafford Strategic Safeguarding Partnership Level of Need

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

Appendix 9 Trafford Children Social Care Protocol of Assessment

https://www.proceduresonline.com/trafford/cs/chapters/p_assessment.html

Appendix 10 Trafford Multi- Agency Safeguarding Arrangements

[TSSB-multiagency-arrangements \(traffordsafeguardingpartnership.org.uk\)](https://traffordsafeguardingpartnership.org.uk/tssb-multiagency-arrangements)

Appendix 11 - SafeLives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance



YP RIC guidance
FINAL (1).pdf

Appendix 12 – Trafford Guide to Domestic Abuse Support Services



Trafford DA Services
(3).pdf

Appendix 13 – Virtual School Guidance

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)