



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

SAFEGUARDING AND CHILD PROTECTION POLICY

Nominated Lead Member of Staff:	EH
Last Reviewed Date:	September 2023
Next Review Date:	September 2024

This Policy applies to all staff, Governors and volunteers working at the School and applies to all boys in the School from Years 7 – 13. It should be read in conjunction with the School's Behaviour Policy and the Staff Code of Conduct Policy.

This Policy consists of:

- A) The Designated Person(s)
- B) The Governing Body responsibilities
- C) Induction & Training
- D) General Principles
- E) Child Abuse & Referral Procedures
- F) Allegations against Staff
- G) Code of Practice for Adults working with Children
- H) Summary – What happens if ...
- I) Reference/Contact Numbers

Appendices

- Appendix 1 Indicators of the 4 types of Abuse – Physical, Emotional, Sexual, Neglect
- Appendix 2 Advice from Behaviour Policy on Sexual Harassment/Violence and Online Abuse
- Appendix 3: Covid-19 Arrangements
- Appendix 4: Glossary of key terms used in Safeguarding/Child Protection
- Appendix 5: Safeguarding Concerns Flowchart
- Appendix 6: Operation Encompass Flowchart
- Appendix 7: DfE Flowchart on DBS checks and barred list checks
- Appendix 8: Trafford Strategic Safeguarding Partnership Level of Need

What is the Difference between Safeguarding and Child Protection?

Safeguarding is what we do as a community to protect individuals (in particular children and vulnerable adults) from harm such as abuse, neglect and sexual exploitation. In short, safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm. It describes the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

A. THE DESIGNATED SENIOR PERSON

The Designated Senior Person for Child Protection in this school is:

NAME: Edward Hall (Deputy Head)

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP. The Deputy designated Senior Person for Child Protection in this school is:

NAME: Helen Short (Head of Year 7)

NAME: Tom Murray (Head of Sixth Form)

The Governor with responsibility for Safeguarding and Child Protection is:

Mrs Nisha Sathi (Governor)

It is the role of the Designated Senior Person for Child Protection to:

- Ensure that he/she receives refresher training annually to keep his or her knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at two yearly intervals.
- Ensure that newly appointed staff receive a child protection induction.
- Ensure that all staff and volunteers are made aware of the school's arrangements for child protection.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that the Head Teacher is kept fully informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (*eg.* refer to Social Services, Police etc.).
- Liaise with Multi-Agencies over suspected cases of child abuse.
- Ensure that accurate records (including electronic records) relating to individual children are kept in a secure place and kept 'confidential' (restricted access), and that these records are passed securely should the child transfer to a new provision.
- Submit reports to ensure the school's attendance at Child Protection Conferences and contribute to decision making and delivery of actions planned to safeguard the child.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the appropriate agencies of the absence of a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support.

B. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular, the Governing Body provides robust strategic challenge to the school and must ensure:

- Safeguarding and child protection policy and procedures are in place.
- Safe recruitment procedures are followed (see **Appendix 7** DfE flowchart on DBS checks and barred list checks).
- Appointment of a DSL who is a senior member of school leadership team.
- Relevant child protection training for school staff/volunteers is attended.
- Safe management of allegations.
- Deficiencies or weaknesses in child protection arrangements are remedied without delay.
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.

C. INDUCTION AND TRAINING

Every new member of staff (including part-time/temporary staff) in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation; and on the procedures for recording and referring any concerns to the DSL or Deputy DSL and to external agencies; and to the main points of local procedures of Trafford Safeguarding Partnership - (<https://www.traffordsafeguardingpartnership.org.uk>).

Child protection and safeguarding training is also given to new governors.

Training in child protection and safeguarding is an important part of the induction process. All staff will be provided with induction training that includes:

- The School's Safeguarding Policy and the staff Behaviour Policy/Code of Conduct and Whistleblowing Policy
- The acceptable use of social media and mobile technology (see also School Computer Use Agreement and ICT training on e-safety given to all students)
- The safeguarding response to children who go missing from education (with an emphasis here to Form Tutors on following up absences from school with the Head of Year and the School's Attendance Officer)
- The identity and role of the DSL and Deputy DSL
- A copy of part 1 of KCSIE and Annex A (all staff have to sign to say that they have read and understood these)
- School leaders will also be required to read part 5 of KCSIE and Annex A
- Heads of Year are also made aware of the differing levels of need as identified by Trafford (see **Appendix 8** and are aware of the local response to Domestic Abuse issues (see **Appendix 6**))

Copies of the above documents are provided to all staff and Governors during their induction. Training also promotes staff awareness of child sexual and criminal exploitation, 'Prevent' (including referrals to Channel programmes), so called 'honour based' abuse, forced marriage and female genital mutilation.

(Glossary of terms around the topics of Safeguarding and Child Protection can be found in **Appendix 4**).

Awareness of and/or training on the Early Help process (**Appendix 8**), and the process for making a referral to Children's Social Care, and for the statutory assessment that may follow a referral (including what role staff may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such abuse and/or neglect and are required to act without delay if abuse and/or neglect is suspected (**Appendix 1**).

All staff must read and sign to confirm that they have read and understood Part 1 of KCSIE and Annex A. Temporary staff and volunteers are also provided with Part 1 of KCSIE and Annex A and asked to confirm they have read and understood these. School leaders will also be required to read Part 5 of KCSIE and Annex A.

All staff receive appropriate Safeguarding and Child Protection training every two years. In addition, all staff receive regular updates via staff meetings (Child Protection and Safeguarding issues are now given a 15-minute slot in every Staff Meeting). Hopefully this provides them with the relevant skills and knowledge to safeguard children effectively, and includes online safety, harmful sexual behaviours (including 'upskirting', child on child sexual violence and harassment), criminal exploitation/County Lines and Prevent awareness training.

As well as training for staff, parents are updated and kept informed about any safeguarding concerns via the School's comms system and regular newsletters from the Head Master *eg.* online dangers; helpful resources and websites to look at.

Staff are also made aware that if they ever feel uneasy about something they have seen or heard, something that they feel "is not quite right", or their gut instinct is to say 'that makes me feel a little uncomfortable', then they should report this straight away. It is often the accumulation of **low-level concerns**, the 'Bigger Picture', that a DSL (or Head of Year) could be so vital in uncovering and tackling an incident of abuse. This message is regularly imparted to staff on days when safeguarding training and updates are delivered.

D. GENERAL PRINCIPLES

Children and young people have a fundamental right to be protected from harm, physical and mental.

Children and young people have a right to expect schools to provide a safe and secure environment.

The protection of children and young people is a shared community responsibility. Given the unprecedented circumstances surrounding COVID-19, this is even greater now, especially around the mental health of our young people. Poor mental health can have serious negative long-term consequences for all students, especially those who are Looked After Children (LAC), have a Social Worker, have undergone an Adverse Childhood Experience (ACE), or who have Special Educational Needs

We, as the adults who are in daily contact with the children in this school, have a unique position to identify and help abused children.

All employees, whether teaching or support staff, must be aware of our Safeguarding and Child Protection Policy and must ensure that any concerns they have are reported to the designated Safeguarding Officer (DSL), or in their absence, their Deputy. All staff should be aware of the process for making a referral to Children's Social Care, and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and section 47 (children suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in the assessments.

At Altrincham Grammar School for Boys the Designated Safeguard Lead is Mr Eddie Hall and the nominated deputy is Mrs Helen Short. The Governor with responsibility for Safeguarding and Child Protection is Mrs Nisha Sathi.

Eddie Hall can be contacted at all times during term time and during the holidays (07950 871937).

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

E. CHILD ABUSE & REFERRAL PROCEDURES

When to be concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Be alive to the possibility of child on child abuse, particularly child sexual violence and sexual harassment
- Be vigilant about the growing threat of criminal exploitation of children/County Lines

It is noted that pupils with SEND or LAC (Looked after Children) are particularly vulnerable and more likely to be affected by any measures of abuse such as bullying.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – (see **Appendix 1 for details**).

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members *eg.* siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

Concerns about pupils – Referral procedures

Any School is entitled to expect a parent to tell them if there is anything wrong with a child or young person. If this is made clear from the start it can become an accepted part of a routine and therefore be less difficult to comment on an injury which may look suspicious. However, where concerns relate to abuse, professionals should not routinely discuss these with the parent/carer but should seek advice from the DSL. Parents should always be informed unless to do so would place the child at greater risk of harm, for example the concerns are about the parent. Members of staff may have concerns about individual pupils which result from the observable warning signs referred to above or from an overheard conversation or throw-away remark by a pupil. Such concerns should be discussed with the DSL. He (or any member of staff), in cases where a formal referral is felt necessary, will inform the Social Services Child Protection Team by telephone and confirm in writing within 24 hours. In case of Mr Hall being absent from School, Mrs Short is the nominated Deputy. However, it may be necessary at times for a member of staff to make that referral themselves and they can do so by contacting the local Children's Duty and Assessment Team (the contact number is in Teacher Planners and on the Safeguarding Aide Memoire given to all staff; or in Section I: Reference/Contact Numbers of this Policy).

A Child Protection file containing details of referrals and pupils about whom there may be concerns are kept electronically on the School Systems.

The Chairman of the Curriculum and Pupil Welfare Committee, **Mrs Nisha Sathi**, is the nominated Governor for Child Protection.

Guidance on handling a disclosure

A child who alleges that abuse has taken place **must** be listened to. Respect the child's point of view. Do not over question but listen and offer support. Be honest about your responsibility and explain what your course of action must be. Explain what is likely to happen, as you know it. Don't make false promises. If you don't know, say you will find out and tell them.

If a child is troubled or fearful about further action, encourage him to tell you the reasons so that these can be communicated to Social Services.

You should never promise pupils that disclosures can be made in confidence. You can, however, say that no-one who does not need to know will be told. Even if alleged abuse happened some time ago, it would be a mistake for you to presume that the danger had passed.

Teachers, although legally required to co-operate in Child Abuse investigations, are not investigators themselves. Only Social Services, the NSPCC and the Police are authorised to do this. Therefore, any questions you ask a pupil who discloses information to you should be objective, straightforward and non-judgmental and should have the sole purpose of establishing concrete facts and clarifying what the pupil has said. Ask open questions using the TED model, "Tell me...", "Explain to me...", "Describe to me...". Careful note should be taken of pupil responses and these should be written down as soon after the conversation as possible and handed to the nominated person.

Immediately after a disclosure is made, you should discuss the matter with the DSL. Should there be any doubt in your mind over the seriousness of the situation, you should err on the side of caution and speak to the DSL. In the event of Mr. Hall being unavailable, you should speak either to Mrs Short, as the nominated deputy, or the Head Master. (If a member of staff is concerned about the immediate welfare of a child, and the designated persons are unavailable, they should not wait to make a referral themselves. See the 'Section G contact information' printed towards the back of this policy).

The DSL will decide whether to make a formal referral to Social Services. In cases where a formal referral is judged necessary, it will be made immediately by telephone to the First Contact Team at Social Services. If the pupil needs immediate medical attention, it will be necessary to call an ambulance and then inform Social Services. If the pupil needs immediate protection the Police will be called and then Social Services will be informed.

Should you disagree with the DSL's decision, you should discuss this with him or the Deputy. Where you cannot agree, you should raise this with the Head Master or the Safeguarding Governor.

F. CASES OF ALLEGATIONS AGAINST AGSB STAFF

If an allegation of child abuse is made against any member of staff such allegation must always be discussed with the highest person not implicated in the allegation. This is in no way to suggest that the allegation has any substance to it; it is rather to behave in a professional manner. There should at this stage be no discussion with the member of staff about whom the allegation has been made.

The Head Master who, having made further enquiries, will decide whether there is cause to speak to the Local Authority Designated Officer (LADO) for advice and further investigation.

The Head Master will follow the Allegations Management Process laid down in *Keeping Children Safe in Education 2022* and will inform the Chair of Governors.

The Head Master will take the advice of the LADO and if required, will attend any Allegations Management Meeting with social care and the police. Where the allegation is serious or may lead to further harm, the LADO will seek advice from the police and social care about whether the member of staff should remain in school. The Head Master may decide to suspend the member of staff as a last resort following evidence from the child being secured. The power to suspend is vested only in the employer.

If an allegation is made regarding the Head Master, the Chairman of the Governors should be contacted. It is important that all staff have a mindset that abuse is happening in School and report any '**low level concerns**' they may have about an adult(s) working at AGSB. By 'low level concerns', we mean anything that you may see or hear that makes you feel 'a little uneasy or uncomfortable' or make you think, 'that's not right'. Reporting such concerns to the DSL can help build up the 'Bigger Picture' that has been so important in uncovering abuse in educational organisations nationwide. Not reporting your concerns may enable a perpetrator(s) to continue to abuse young people in our care.

G. CODE OF PRACTICE FOR ADULTS WORKING WITH CHILDREN AND YOUNG PEOPLE

You should:

- Treat everyone with respect
- Provide an example for others to follow
- Respect a young person's right to privacy
- Provide access for young people to talk to others about any concerns they may have
- Recognise, and allow for, the special needs of young people with disabilities and learning difficulties
- Encourage young people and adults to point out attitudes or behaviour that they do not like
- Avoid inappropriate physical contact
- Remember that someone else might misinterpret your actions, no matter how well intended.
- Recognise that special caution is required in sensitive moments of counselling when dealing with bullying, bereavement or abuse
- Respect the cultural, religious and ethnic backgrounds of those you work with

You should not:

- Permit abusive peer activities (eg bullying, racial or sexual harassment, etc)
- Have an inappropriate physical or verbal contact with young people
- Jump to conclusions about others without checking facts
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behaviour such as crushes or tantrums
- Make suggestive remarks or
- Rely on your good name to protect you
- Believe 'it could never happen to me'
- Interview a young person in a locked or secluded office or classroom
- Interview vulnerable young people on your own

H. SUMMARY – WHAT HAPPENS IF ...?

You suspect a child or young person is being abused or neglected:

- Consult the DSL
- Record and date any facts, which support your suspicions
- Have you discussed the concern with the parent or child? In some cases, it would not be appropriate to inform a parent(s), seek advice from the DSL

Where concerns relate to abuse the teacher/adult should not discuss these with the parents/carers where the parent is alleged to have done it. It may put the child at greater risk of harm to ring the parent and tell them. Where there is a bruise and no allegation against a parent, then it would be appropriate to contact the parent.

A child discloses to you abuse by someone else:

- Allow the child/young person to speak without interruptions, accepting only what is said, **but do not investigate**
- Alleviate feelings of guilt and isolation, whilst passing no judgment
- Advise that you will try to offer support, **but that you must pass on any information to the DSL**
- Record and date any facts which support your suspicions

If you receive an allegation about a member of staff, or yourself:

- **Immediately inform** the Head Master
- **Record and date the facts** as you know them
- **You must refer: You must not investigate**
- Staff should be aware that there are circumstances whereby their behaviour/actions outside of school may make them unsuitable to be working with children under a new category of 'Transferable Risk'

I. REFERENCE/CONTACT NUMBERS

In School:	Mrs Ann Balfour	(Chair of Governors):	abalfour@agsb.co.uk
	Mrs Nisha Sathi	(Safeguarding Governor):	nsathi@agsb.co.uk
	Mr Eddie Hall	(Deputy Head & DSL):	ehall@agsb.co.uk
	Mrs Helen Short	(Deputy DSL & Head of Year 7):	hshort@agsb.co.uk
	Graeme Wright	(Head Master):	gwright@agsb.co.uk

In Trafford: Local Authority Designated Officer (LADO)
0161 912 5125
FirstResponse@trafford.gov.uk
anita.hopkins@trafford.gov.uk or 0161 912 5024

Trafford MBC- ACPC Child Protection/Child in Need Procedures –www.trafford.gov.uk/socialservices -

Children’s Duty and Assessment Team (CDAT) Stretford Public
Hall
Chester Road
Stretford
Manchester M32 0LG
Tel 0161 912 5125
Fax 0161 912 5127

Trafford Strategic Safeguarding Partnership
General enquiries
Telephone: 0161 912 8687 or email: tssp@trafford.gov.uk

Greater Manchester Safeguarding Children Procedures Manual
<https://greatermanchesterscb.proceduresonline.com/>

Trafford Children’s First Response (formerly MARAT)
Child Protection/Safeguarding
2nd Floor
Quay West
Trafford Wharf Road Trafford Park Manchester
M17 1HH
0161 912 5125/5124 (Monday to Friday 8:30am to 4:30pm)
FirstResponse@trafford.gov.uk

Outside of these hours - contact Emergency Duty Team on 0161 912 2020

Multi Agency Referral Form (available from CDAT) Download from
www.trafford.gov.uk/socialservices Safeguarding Children in Education
(DFES September 2004)

Download from www.teachernet.gov.uk/childprotection/guidance.htm

National Employers Organisation for School Teachers (NEOST)
guidance documents

- Conduct
- Preventing abuse of trust
- Staff facing an allegation of abuse
- Other very useful information on Child Protection Issues can be found on website: www.teachernet/childprotection

Other useful Numbers:

Police non-emergency 101; Emergency 999
North West Counter-Terrorism Unit – Channel Team - 0161 856 6362
channel.project@gmp.police.uk

NSPCC 0800 800 5000 help@nspcc.org.uk

NSPCC Whistleblowing Helpline (see website)

NSPCC Sexual Abuse Helpline 0800 136 663

The UK Safer Internet Centre 0344 381 4772 helpline@saferinternet.org.uk (when a report of sexual violence or harassment includes an online element)

[Internet Watch Foundation](#) IWF (if incident involves sexual images that have been made and/or circulated. IWF can help get images removed)

UKCCIS Sexting advice – provides help to schools responding to sexting [UKCCIS advice](#)

Childline 0800 11 11

Kidscape Bullying Helpline 0845 1205 204

Female Genital Mutilation 0800 0283550 Email: fgmhelp@nspcc.org.uk

Samaritans 0845 790 9090

CEOP (Child Exploitation and Online Protection) www.ceop.police.uk

[Thinkuknow](#) from CEOP support schools, students and parents on staying safe online

Foreign and Commonwealth Office 0207 008 0151 (Forced Marriages Section) Crime Stoppers 0800 555 111

APPENDIX 1 – INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help/parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (*eg.* rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours, *eg.* thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies
- Neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

Appendix 2 Behaviour Policy advice section including Sexual Violence and Harassment and online abuse

Below is a fuller explanation of what is considered unacceptable behaviours, mainly centred around child on child abuse within schools. It is closely linked to the Government's 'Keeping Children Safe in Education' update for September 2021

Child on Child Abuse

Staff should be aware that:

"Under the Human Rights Act, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

All staff should be aware that children can abuse other children 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.

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).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- 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 nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- 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).

All staff should be clear as to the School’s or College’s policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff should be clear on:

- Your school’s safeguarding policy and procedures
- Their role in preventing child on child abuse and responding to it if they believe a child may be at risk
- The indicators of child on child abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they do not, it can create an unsafe environment and lead to a culture that normalises abuse

They should also be aware that:

- Safeguarding issues can manifest in child on child abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who School want to receive such content
- Child on child abuse may be taking place, even if not reported

Students should feel confident about reporting incidents of abuse but the School is aware of the many and complex reasons as to why students do not report abuse. To this end the School has put in place a number of opportunities for students to talk to someone to disclose or discuss their problems. These include:

- the School Counsellor
- the School Council
- Peer Mentors
- Anti-Racist Ambassadors
- an LGBTQ+ group
- Student Questionnaires
- a ‘Bully Button’ on the website
- Student House Leaders
- A Student Mental Health Board with several signposts to anonymous sources of help online

This is supplemented by Heads of Year; Curriculum opportunities particularly in Form Time; PSHE, R&P and English where sensitive issues are often the subject of the lesson.

All students are also aware of the School email system and how it works so they can contact any adult they trust directly with an issue in strict confidence.

Responding to a Report: Process and risk assessment

The School's response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to child on child abuse (especially around sexual violence and sexual harassment) meaning it's never acceptable and it will not be tolerated

The DSL (or a Deputy) will take the lead, supported by other agencies as required.

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.
2. **Early help**, as outlined in **Chapter 1 of Working Together to Safeguard Children**, where statutory interventions aren't required. Your DSL will know what this process is and where to access support.
3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger.
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

*Where scenarios involve working with children's social care, the School should not wait for the outcome of an investigation before protecting the victim and other children – the DSL (or a Deputy) should work closely with children's social care to make sure the School's actions do not jeopardise a statutory investigation. There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children. Note it is important when first investigating an issue not to label students in such a way as to imply innocence or guilt beforehand.

Where a report is going to be made to children's social care and/or the police, the School should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

**Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

All major pastoral concerns are recorded on CPOMS as the normal method of recording incidents and actions taken within school.

How to support the pupils involved

The victim:

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. Reassure them that you will take them seriously and that they will be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities

How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

You should also be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- In respect of sexual harassment and sexual violence note that girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions. School should consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have
- **Unsubstantiated, unfounded, false or malicious reports**

The DSL should consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

In reality, the School will seek to work with victim and perpetrator in order to reach a satisfactory outcome for all.

The School's Behaviour Policy is designed around the fundamental values of 'Respect, Responsibility, Resilience and Love of Learning'. Ultimately no one Policy can capture all the possible behaviours/actions in one document and the Head is the ultimate arbiter of what is acceptable/unacceptable in School. This Policy also needs to be read in conjunction with the Safeguarding and Child Protection Policy (which contains information on spotting signs of Abuse and what to do if you have any concerns), and the annual updates 'Keeping Children Safe in Education' (Part One for Staff).

Appendix 3 (This is retained as guide to what the School did to ensure safety of its students and in case a further period of Lockdown should occur)



COVID-19 Appendix to TSSP Model Safeguarding and Child Protection Policy for Early Years Providers, Schools and Colleges

Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 20th May 2020 the Government updated their guidance 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' which included an announcement that schools are expected to welcome back more students and this policy addendum is written to reflect the government guidance.

Education and child care settings are still expected to remain open to those children who are identified as vulnerable¹ and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place, irrespective of what year group they are in.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from **March 2020** until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by the Head Master and the Deputy Head as the Designated Safeguarding Lead

Queries about the contents of this document should be directed to:

Name: **Mr Eddie Hall**
Job Title: **Deputy Head Master**
Email: ehall@agsb.co.uk
Telephone: **0161 928 0858**

¹ Vulnerable children include those who have a social worker, those children and young people up to the age of 25 with education, health and care (EHC) plan, and children who the setting have otherwise identified as vulnerable.

All staff and volunteers working in school or those working remotely will be provided with a copy of this addendum via email and be required to confirm to the DSL that they have read and understand this document.

Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

The optimal scenario for our setting and one we will strive to achieve is to have a trained DSL or deputy available on site. Due to staff self-isolating, social-distancing or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or deputy from the setting will be available to be contacted via phone or online video i.e. skype, if they are working off site.
2. A trained DSL or deputy from North Cestrian is available to contact through the HET until our own trained DSL(s) can return to work or be available.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the setting.

Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding and Child Protection Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by email and staff briefing.

Contacting Trafford Children's First Response

Making referrals into Trafford Children's First Response will continue as usual, with referrals being made via the online referral form, and telephone consultations taking place when advice is required. Where possible the referral will be made by the DSL, however if the DSL is not available in person the Deputy DSL (or the Head Master) who is co-ordinating safeguarding on site may be required to make the referral after getting advice from a suitably trained DSL.

- Online Referral Form – www.trafford.gov.uk/firstresponse
- Telephone – 0161 912 5125
- Email – FirstResponse@trafford.gov.uk

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary, this will be actioned by the **DSL** within 1 working day of the allegation coming to light. Should they not be available then The Deputy DSL will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary in which case this will be done via Trafford Children's First Response (contact details above).

- Online Referral Form:
<https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>
- Email – LADO@trafford.gov.uk

If it is decided that a LADO Meeting is necessary the setting will take part in this via Microsoft Teams which is the software being used by the LADO.

Attendance of Vulnerable Children

The attendance information for vulnerable children will be reported to the local authority on a daily basis.

The method for doing this is **through the daily returns to the Attendance Officer.**

Vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason. This will be monitored on a regular basis and frequent contact will be kept with the student and their family by the Head of Year via telephone call or email. If contact cannot be established with a family and/or student, the Head of Year will contact the DSL.

Children of concern who do not meet the 'vulnerable' definition

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a 'vulnerable' child. With these children the setting still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible.

In Lockdown, the School Counsellor and all the Pastoral Team (ie Heads of Year had a list of the most vulnerable according to our own assessment) kept regular contact with the students and/or their parents to maintain that link with home and ensure that all our students were safe.

All other Children

The School continued to take their normal attendance register from 1st June 2020 in line with Government requirements however the logistics of children attending school has to be carefully managed.

For those students/learners who are not physically attending the setting we still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Heads of Year maintained contact via weekly assemblies
- The Head and Deputy Head made regular weekly assemblies
- A specially commissioned Mental Health video went out to all students offering advice and support around issues of mental health and keeping a positive mental approach to being at home rather than present in school
- School Counsellor was sign posted to students causing particular concern

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

Staff Training

When the setting is open it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2019²', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to Children who go missing from education
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping Children Safe in Education, September 2020.

In addition to the above all staff will have received appropriate safeguarding and child protection training reminders via 'virtual Staff meetings'

Allegations against Adults working with Children

Any staff member who works in the setting will be aware of the process for sharing concerns about

² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> - Department for Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

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

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

Appendix 4 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. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (<i>eg.</i> via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: <ul style="list-style-type: none"> • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation (CSE)	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.
Child Criminal Exploitation (CCE)	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Children can be victims of domestic abuse if they live in a

Term	Meaning
	<p>household where it happens for example between parents. They can also be victims or perpetrators of domestic abuse in their own relationships. The abuse can encompass, but is not limited to:</p> <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional <p>Refer to Appendix 1 for potential signs of such abuse. If you suspect abuse, please report it to the DSL immediately</p>
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. If a student were to tell you that his sister was being taken out of the country for FGM then you should inform the DSL immediately</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> <p>An organised criminal group is a group of individuals normally led by adults</p>

Term	Meaning
	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 (HBV)	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	<p>Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</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.
Child on Child Abuse	Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<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>

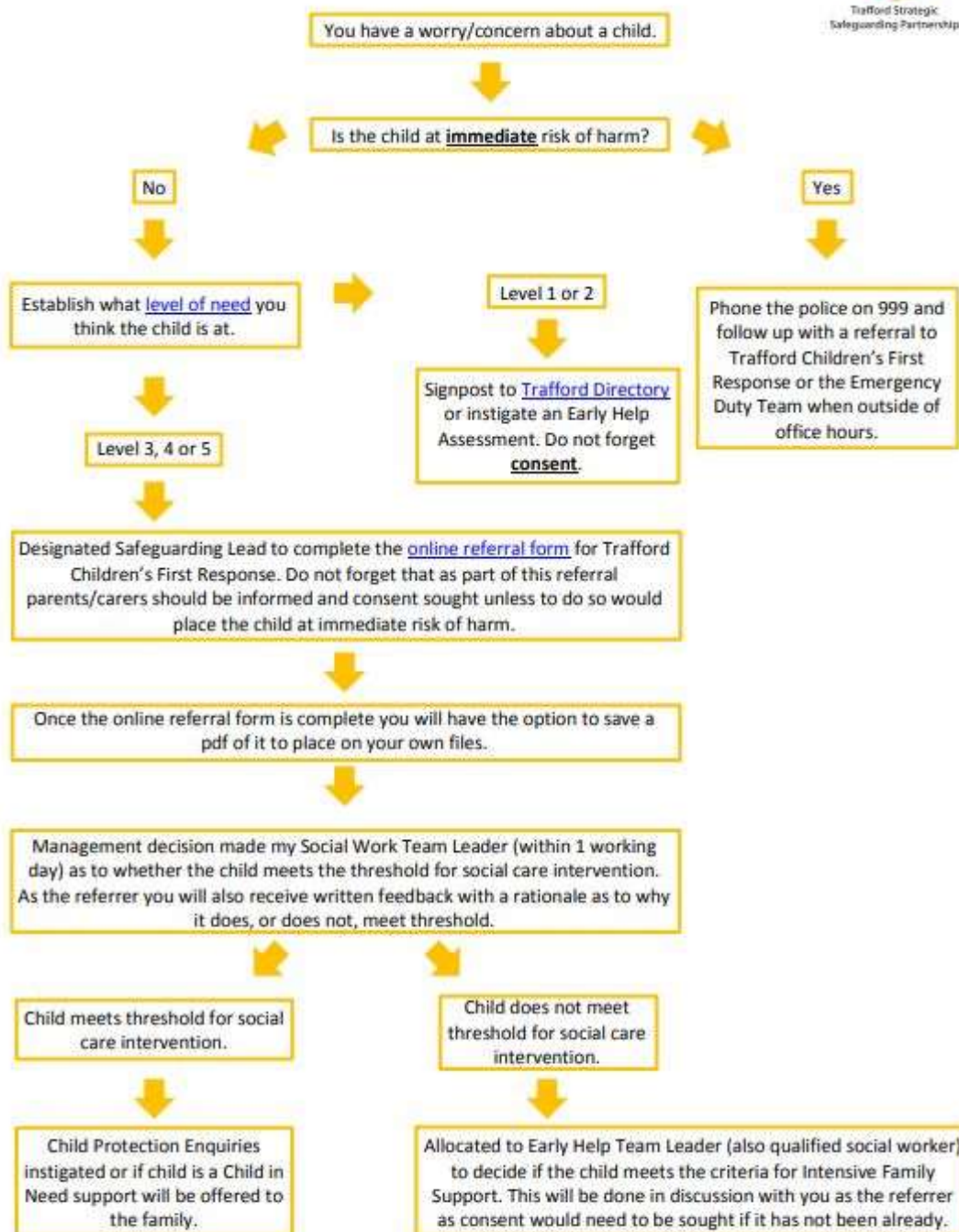
Term	Meaning
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sexting	<p>Sexting (youth produced sexual imagery) is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.</p> <p>They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children</p>
Sexual harassment between children	When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	<p>When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003³.</p> <p>Sexual violence offences include: rape, assault by penetration and sexual assault.</p>
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of

³ legislation.gov

Term	Meaning
	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.

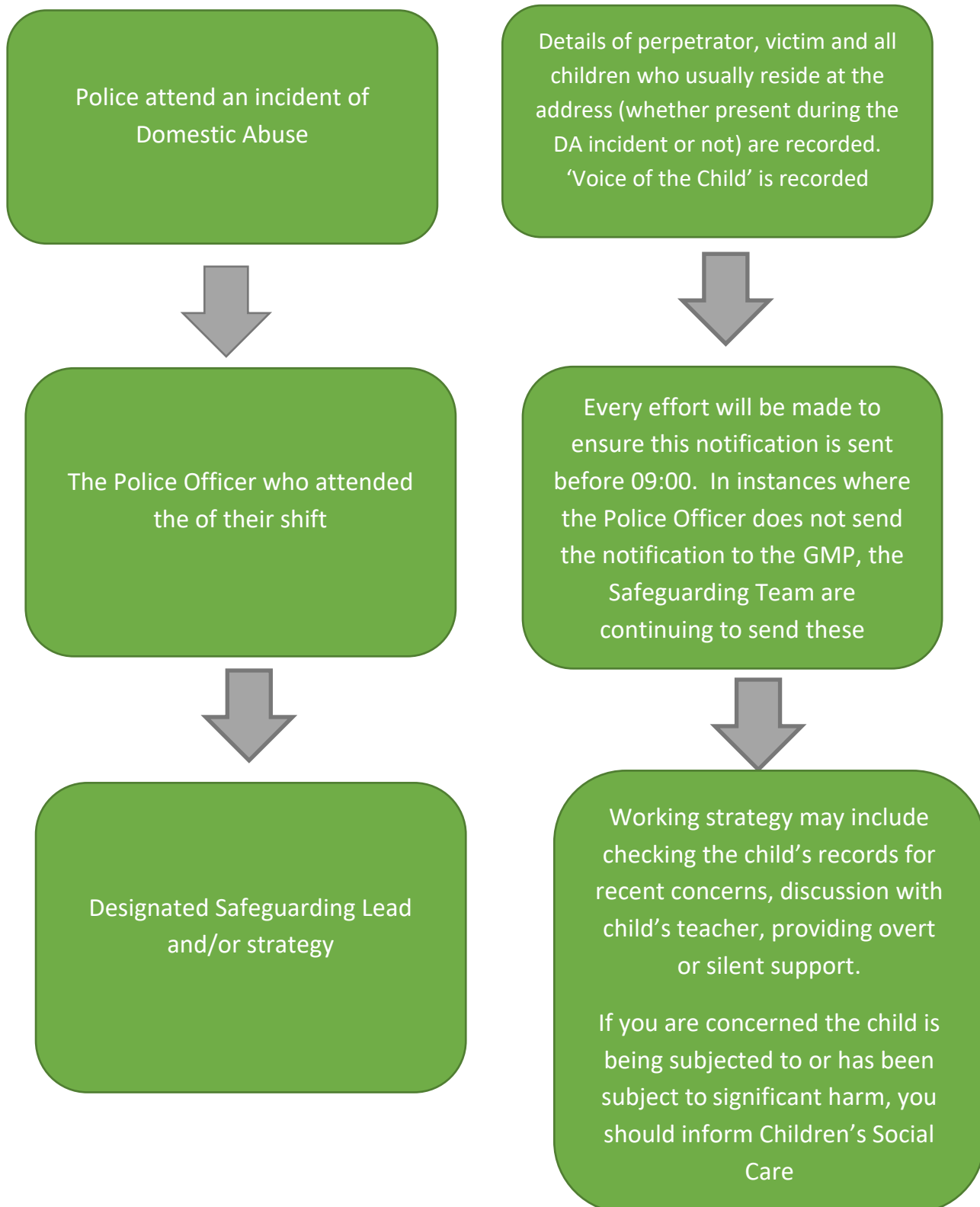
Appendix 5 Safeguarding Concerns Flowchart

Safeguarding Concerns Flowchart



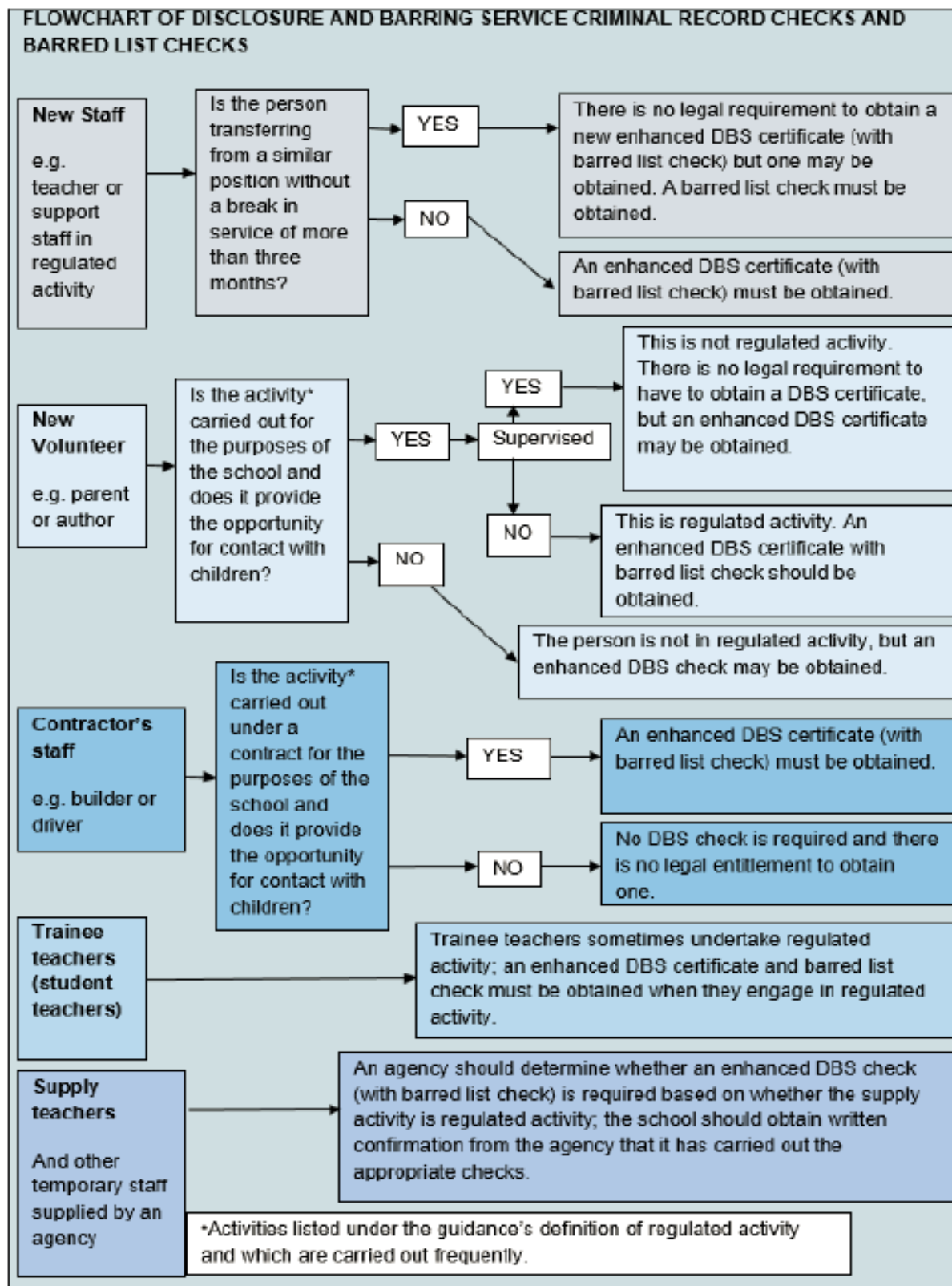
Last updated November 2019.

Appendix 6 Operation Encompass Flowchart



Appendix 7

DfE flowchart on DBS checks and barred list checks



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 Online Safety

Filtering & Monitoring at AGSB

- We use Smoothwall - the industry standard. It's excellent.
- Our Smoothwall firewall is updated nightly by Smoothwall themselves. They centrally determine what is safe and what is blocked. Part of the service Smoothwall provides is that they centrally maintain the blocked lists.
- Smoothwall works on keywords (such as 'gun', 'knife', 'suicide', 'porn', 'extremism' etc), and also on website name, nature of website (eg blog, extremism, porn) etc. The keywords are constantly being updated but are in line with Ofsted/DfE requirements.
- Whilst the Smoothwall is generally excellent at blocking the unsuitable, it does produce false positives, and we can override it to allow sites we deem acceptable. For example, in the past we have allowed a blog because it involved a legitimate discussion.
- If a user attempts to search for something the Smoothwall deems inappropriate, they are prevented from doing so and we are notified of who tried to access what and when. The system also keeps an audit log so that we can look back in time to see search/viewing history.
- In terms of effectiveness, Smoothwall is excellent and is up there with the best. However, it only works for users on our network, wired or wireless. If someone is using their own phone and their own data, ie. not using our WIFI, we have no idea what they are searching/accessing, and no system out there will do that for us.
- When teaching staff are inducted, they are informed about the filter system. Staff are regularly reminded of the Smoothwall system and of their need to be aware of the dangers to them of using social media and about the triggers within the School's firewall system.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. We endeavor through the curriculum, an 'acceptable use' policy and by offering advice to parents e.g. via comms messaging, to keep everyone at AGSB safe.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-

nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff are updated on a regular basis about the threats from online activity and the nature of those threats as outlined in the 4 'C's.