Holden Clough
Primary School

Child Protection and Safeguarding Policy
September 2026

This policy was adopted on September 2026
This policy is due for review on September 2027

Useful contacts

Head Teacher : Mr Adam Porter (head@holdenclough.victoriousmat.org)

Designated Safeguarding Lead (DSL) : Miss Jo Hartley (jhartley@holdenclough.voctoriousmat.org)

Deputy DSL : Mr Adam Porter

Designated Teacher for Looked after Children : Miss Jo Hartley

Senior Mental Health Lead: Jo Hartley

Chair of Governors : Ali Basharat **(**abasharat@holdenclough.victoriousmat.org)

Nominated Governor for Safeguarding and Child Protection:

Suzanne Cummings (scummings@holdenclough.victoriousmat.org)

Local Authority Interim Designated officer: Email ladoreferrals@tameside.gov.uk

Multi Agency Safeguarding Hub (MASH)
Hours – Monday to Wednesday 8.30am to 5pm, Thursday 8.30am to 4.30pm and Friday 8.30am to 4pm
Tel 0161 342 4101 Out of hours Tel 0161 342 2222

CONTACT HOLDEN CLOUGH PRIMARY SCHOOL SAFEGUARDING TEAM ON: safeguarding@holdenclough.tameside.sch.uk

INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

At Holden Clough we are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

OUR ETHOS

We believe that Holden Clough provides a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual child.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

We recognise that all adults within our school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

SCOPE

In line with the law, this policy defines a child as anyone under the age of 18 years

This policy applies to all members of staff in our setting, including all permanent, temporary, supply and support staff, governors, volunteers, students, contractors and external service or activity providers.

LEGAL FRAMEWORK

This policy will have consideration for, and be in compliance with, the following Legislation and statutory guidance:

Legislation

Children Act 1989
Children Act 2004
Education Act 2002
Education (Health Standards) (England) Regulations 2003 Safeguarding Vulnerable Groups Act 2006
School Staffing (England) Regulations 2009, as amended Equality Act 2010
Protection of Freedoms Act 2012
The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
The Children and Families Act 2014 The Sexual Offences Act 2003 Children and Social care Act 2017 GDPR May 2018

Statutory guidance

DfE (2026) 'Working Together to Safeguard Children'
DfE (2026) 'Keeping Children Safe in Education'
DfE (2015) 'What to do if you're worried a child is being abused'
DfE (2018) 'Information sharing advice for safeguarding practitioners'
DfE (2018) 'Disqualification under the Childcare Act' 2006
DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'

Local Guidance

Tameside Safeguarding Children Partnership - Thresholds for Assessment and the Continuum of need Guidance

Tameside Safeguarding Children Partnership – Tameside Children's needs Framework
Greater Manchester Safeguarding partnership guidance

SAFEGUARDING ROLES AND RESPONSIBILITIES AT HOLDEN CLOUGH PRIMARY

DESIGNATED SAFEGUARDING LEAD

The lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (**DSL), Jo Hartley. Adam Porter, Jenna Boyd and Katie Whiteman** are safeguarding Deputies. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns.

MANAGING REFERRALS

the DSL / DDSL will:

- Refer all cases of suspected abuse to Multi Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.
- Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral through MASH to children's services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and where a crime may have been committed to the police as required.

The parent / carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent / carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

Any member of staff can make a referral to Children's Social Care or the police and if in any doubt should do so using the contact details on the front of this policy.

RECORD KEEPING

All child protection and welfare concerns, discussions and decisions made will be recorded on CPOMS at our school this is a confidential system and is stored securely.

the DSL / DDSL will:

- Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Maintain a chronology of significant incidents for each child with safeguarding concerns.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- All safeguarding concerns and actions will be recorded accurately and promptly.

Records will include:

- The nature of the concern.
- Actions taken.
- Decisions made.
- The rationale for decisions.
- Outcomes achieved.
- Agencies involved.
- Follow-up actions required.

When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to the receiving educational establishment in an appropriately agreed manner within 5 days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery. Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

PARTNERSHIP WORKING AND INFORMATION SHARING

the DSL / DDSL will:

- Act as a source of support, advice and expertise for all staff.
- Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Cooperate with Children's Social Care for enquiries under section 47 and 17 of the Children Act 1989.
- As required, liaise with the 'case manager' and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, and provide reports as required.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.

STAFF TRAINING

the DSL / DDSL will:

- Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- Organise whole-educational establishment child protection training for all staff members at least annually and provide regular safeguarding updates. Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training, online etc.
- Ensure the educational establishment allocates time and resources every year for staff members to attend training.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.
- Maintain accurate records of staff induction and training.
- **Ensure all staff have read the whole of part one of Keeping Children Safe in Education.**

AWARENESS RAISING

the DSL / DDSL will:

- Review the safeguarding and child protection policy and procedures annually and liaise with the governing body to update and implement them.
- Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.
- Provide updates to the school staff and governors on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

DSL TRAINING

the DSL / DDSL will:

Undertake appropriate training, **updated at least every two years**, and update knowledge and skills at least annually in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- be aware of responsibilities under the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need/Threshold guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

DSL - QUALITY ASSURANCE

the DSL / DDSL will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (at a minimum once a year).
- Complete an audit of the educational school's safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership (section 175 audit).
- Participate in the Victorious Academies Trust annual audit of safeguarding procedures and implement any recommendations.
- Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are looked after is **Miss Jo Hartley**. They will work with the Local Authority and Virtual School Head to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements of children who have left care i.e. been adopted, special guardianship and kinship care etc.

NOMINATED GOVERNOR FOR SAFEGUARDING

The **nominated governor** responsible for safeguarding is **Suzanne Cummings**. They will liaise with the Headteacher and provide information and reports to the governing body.

HEADTEACHER

The **Headteacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

GOVERNING BOARD

The **governing board** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the school leadership team.

ALL STAFF

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Staff know that if they have any concerns about a child's welfare, they should act on them immediately.

All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17 (children in need) and section 47 (a child suffering harm, or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

All staff are aware of their role in identifying concerns at the earliest opportunity and providing support before problems escalate, through the Early Help offer.

SUPPORTING CHILDREN

We recognise that children who are abused or witness the abuse of others, exploited or neglected are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our educational establishment may be the only stable, secure and predictable element in their lives.
We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

We will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- relevant issues may be covered through relationships education and relationships and sex education or through PSHE (personal, social, health and economic education)
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- take children's wishes and feelings into account when determining what action to take and what services to provide.

SAFEGUARDING IN THE CURRICULUM

At Holden Clough Primary acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught for example:

- Developing a school ethos and environment which encourages a safe and healthy lifestyle for pupils and staff.
- To recognise and manage risk in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- Emotional literacy.
- All children are taught units on staying safe online and constant reminders are provided throughout the year.
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles.
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message.
- Providing high quality Physical Education and sport to promote physical activity.

- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well- being.
- Provide a range of interventions to support the emotional and mental well-being of our pupils and staff.

EARLY HELP

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later. We recognise that all school staff have a role to play in identifying and supporting those children and families that may be in need of Early Help.

Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children* and local guidance, to any child who needs it.

We will pool our knowledge within school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, at risk of exclusion, have poor attendance or a parent in custody. We will continue to provide support if other services are also needed.

We will,

- **Work with families to identify emerging needs.**
- **Contribute to Family Help arrangements and multi-agency plans.**
- **Share information lawfully and proportionately with relevant agencies.**
- **Support children and families through coordinated interventions designed to improve outcomes and reduce risk**

INFORMATION SHARING AND CONSENT

It is essential that people working with children can confidently share information as part of their day-to- day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

We may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
We will share any concerns we have with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents/carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

We will be clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose of safeguarding a child.

We will always try to get consent from parents (or the child, if they have sufficient understanding) to share information. However, **we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we will record this with a full explanation of the decision.**

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

Consent is necessary, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
- Early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

ENSURING A SAFE WORKING ENVIRONMENT

Our educational establishment has robust safer recruitment and vetting procedures to help prevent unsuitable people from working with children. Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members, governors, students and volunteers will have appropriate checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges.*

At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.

The Headteacher is responsible for ensuring that our **single central record** is accurate and up to date and checks are made at least termly and the date of the check reported to the Governing board.

STAFF INDUCTION, TRAINING AND DEVELOPMENT

All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The DSL will undergo updated child protection training at least every two years. In addition to this their knowledge and skills should be updated regularly, and at least annually, to keep up with developments relevant to the role.

All staff members will receive appropriate safeguarding and child protection training (whole school training) which is regularly updated. The DSL will provide briefings to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually and maintain accurate records of staff induction and training.

All governors will receive safeguarding training on induction and this will be updated regularly.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to our code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Management and other relevant policies. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher.

The Code of Conduct is given to all staff annually and forms part of the MOU which staff sign to confirm they have received, read and agree to abide by.

INTERNET SAFETY

All computer equipment and devices with any internet access within this school are subject to appropriate controls via our filtering system. The filtering system is monitored via SENSO in our school. This ensures that the DSL is alerted immediately of any child searching for material that causes concerns and this information can be acted on immediately. All staff sign an acceptable usage agreement annually and personal items are not allowed on the school internet system. Staff training is carried out annually.

The governing body, and Headteacher will ensure that:

- **Filtering and monitoring arrangements are effective, proportionate and regularly reviewed.**
- **A formal review of filtering and monitoring systems takes place at least annually and is recorded.**
- **Staff understand their safeguarding responsibilities relating to online activity.**
- **Concerns identified through monitoring systems are acted upon promptly and in accordance with safeguarding procedures.**

- **An effective online safety policy is in place and reviewed at least annually.**

Data breaches, phishing attacks, compromised accounts and exposure to harmful online content can all create safeguarding risk. All staff will complete cyber security training annually.

CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our educational establishment's safeguarding and child protection policy and procedures. We require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges.* If assurance is not obtained, permission to work with our children or use our educational establishment premises will be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

SITE SAFETY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. Entry to School premises will be controlled by doors that are secured physically. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. All visitors will be made aware of safeguarding procedures. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stop these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to the LA's Schools Safeguarding Coordinator and the Trust Safeguarding Lead with a view to alerting other local schools in liaison with the police and through appropriate systems.

This school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

ALLEGATIONS OF ABUSE MADE AGAINST STAFF, VOLUNTEERS OR CONTRACTORS

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our educational establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges are adhered to.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors and the CEO of Victorious Academies Trust. In the event that neither the Headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will follow the flow chart in Keeping Children Safe in Education. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should call the NSPCC whistleblowing helpline on: 0800 028 0285.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We will provide the following support to those involved:

- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.
- The Human Resource Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Trusts' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
- Human Resource Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has:-

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

LOW LEVEL CONCERNS

''A 'low level' concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- *Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and*
- *Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.''*

'Keeping Children Safe in Education'

All 'low level concerns' should be reported to the Headteacher. The Trust 'low level concerns policy' should be followed and in the instance where the concern relates to supply staff or a contractor not directly employed by the school their employer should be informed.

WHISTLE BLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing board or with the Local Authority Designated Officer. Should staff not feel able to raise concerns via these channels they can call the NSPCC whistleblowing helpline on 0800 028 0285.

Our Whistle Blowing Policy can be found on our school website.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

RECOGNISING SIGNS OF ABUSE

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. Staff should refer to the detailed information about the categories of abuse and risk indicators in the Tameside Children's Needs Framework and Thresholds guidance and KCSIE for further guidance. Further information is provided at the end of this policy.

SAFEGUARDING SEND PUPILS

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN (CHILD ON CHILD ABUSE)

At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and also from other children. The school recognises that **child-on-child abuse** can occur both inside and outside of school, including online.

Forms of abuse may include:

- **Bullying, including cyberbullying.**
- **Physical abuse.**
- **Sexual harassment.**
- **Sexual violence.**
- **Harmful sexual behaviour.**
- **Upskirting.**
- **Image-based abuse.**
- **Abuse facilitated through AI-generated images or online technologies.**
- **Serious violence.**

The school adopts a zero-tolerance approach and will never dismiss abuse as banter, horseplay or part of growing up.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. However, children can abuse other children. This is generally referred to as child on child abuse and can take many forms.

It is important to remember that Child-on-Child Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

MINIMISING THE RISK OF SAFEGUARDING CONCERNS TOWARDS PUPILS FROM OTHER PUPILS

We will:

- provide a developmentally appropriate PSHE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe,
- have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued,
- deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk

If an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the MASH or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, school will conduct a thorough investigation into the matter using our usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of sexual harassment and / or violence.

Staff will be aware of the importance of:

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

VIOLENCE AGAINST WOMEN AND GIRLS

Our school recognises the importance of addressing attitudes and behaviours that may contribute to violence against women and girls. Challenging this early is everyone's job.

The school will:

- Promote respect, equality and healthy relationships.
- Challenge misogyny, sexism and harmful gender stereotypes.
- Respond appropriately to incidents of sexual harassment, sexual violence and abusive behaviour.
- Provide curriculum opportunities that support respectful relationships and personal safety.
- Foster a culture in which all pupils feel safe to report concerns.

- Recognise that 'banter', 'boys being boys' can be the start of behaviour patterns that can escalate.

WEAPONS, SERIOUS VIOLENCE AND KNIFE CRIME

The school recognises that carrying, possessing, using, or threatening to use a weapon may place a child at risk of significant harm and may be associated with serious violence, criminal exploitation, gang involvement or child-on-child abuse. In accordance with Keeping Children Safe in Education (KCSIE) 2026, all staff will remain alert to indicators that a child may be carrying a weapon, may be involved in violence, or may be at risk from the actions of others. Any concerns regarding weapons, knife crime or serious violence will be reported immediately to the Designated Safeguarding Lead (DSL), who will assess the level of risk and determine appropriate safeguarding action, including referral to external agencies where necessary. The school is committed to early identification, intervention and multi-agency working to safeguard children who may be affected by violence or weapon-related risks

CHILDREN QUESTIONING THEIR GENDER

The school recognises that some children and young people may experience questions or uncertainty about their gender and may require sensitive, supportive and individualised consideration. In line with Keeping Children Safe in Education (KCSIE) 2026, all requests or concerns relating to a child questioning their gender will be considered through the school's safeguarding processes, with the welfare and best interests of the child being paramount.

The Designated Safeguarding Lead (DSL) will oversee any decisions relating to support for a gender-questioning child and will ensure that parents/carers are involved unless there are exceptional safeguarding concerns that make this inappropriate. The school will take a cautious, evidence-informed approach, recognising that social transition may have significant implications for a child's wellbeing and development. Any support arrangements will be considered on a case-by-case basis, taking account of safeguarding responsibilities, equality duties, the rights and needs of all pupils, and any relevant professional advice.

The school will comply with statutory requirements regarding single-sex facilities, changing rooms, toilets, residential accommodation and sporting activities.

DEFINITIONS

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, including where they see, hear or experience its effects.

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.

Children are any people who have not yet reached their 18th birthday; a 16-year- old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect children who are suffering, or likely to suffer, significant harm.

Early help/ Family Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2026)* as:

- Providing help and support to meet the needs of children as soon as they 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;
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

CATEGORIES OF ABUSE

EMOTIONAL ABUSE:

is the persistent emotional maltreatment of a child such that it causes severe and adverse effects on the child's emotional development. It may involve: making a child feel worthless, unloved or inadequate, only there to meet another's needs,. 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 inappropriate age or developmental expectations, overprotection and limitation of exploration, learning and social interaction, seeing or hearing the ill treatment of another. Making the child feel worthless and unloved - high criticism and low warmth. 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.

NEGLECT:

is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance misuse. Once a child is born, it may involve a parent or carer failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PHYSICAL ABUSE

may involve hitting, shaking, throwing, poisoning, burning, 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.

SEXUAL ABUSE:

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. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or 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 policy and procedures for dealing with it.

Within these four categories of abuse (PENS) there are a number of specific safeguarding issues that all staff should be aware of.

SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of specific safeguarding issues such as:

- children who are absent from education
- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- county lines
- bullying including cyberbullying
- domestic abuse
- drugs
- E-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- homelessness
- "honour-based" violence
- mental health
- peer on peer abuse
- private fostering
- preventing radicalisation and the Prevent duty

- self-harm and suicidal behaviour
- serious violent crime
- sexting (also known as Youth Produced Imagery / sharing nude or semi nude images and videos))
- sexual violence/harassment
- teenage relationship abuse
- trafficking
- upskirting

FURTHER INFORMATION ON SPECIFIC SAFEGUARDING ISSUES

CHILDREN WHO ARE ABSENT FROM EDUCATION

Children being absent from education for prolonged periods and / or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, and child criminal exploitation – particularly county lines. It is important the school or college's response to persistently absent pupils and children missing in education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker where being absent from education may increase known safeguarding risks within the family or in the community.

Schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

We will always request more than one emergency contact number for each pupil in order to be able to contact more than one responsible adult if a child who is missing from education is also identified as a welfare and /or safeguarding concern.
The following statutory documents must be followed: Working together to improve school attendance and Children Missing in Education.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of child sexual abuse. It involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and do not realise they are being exploited and may believe they are in a genuine romantic relationship.
Teachers and educational establishment staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited. As much as possible it is important that the young person is involved in decisions that are made about them.

CHILD CRIMINAL EXPLOITATION; COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns or in the local area, working in cannabis factories, shoplifting or pickpocketing. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines is exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse can be experienced by females and males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

Our school is part of an initiative called **Operation Encompass,** a scheme that will ensure that we can better support any child where a domestic incident has been reported to Police from their home. Following a domestic violence incident, the Police will inform a nominated member of staff at the school to notify us that an incident has taken place. This will ensure that we are made aware early enough to support children and young people in a way that means they feel safe, supported and listen to.

FURTHER INFORMATION ON ON-LINE-SAFETY (USE OF ICT, THE INTERNET, MOBILE TECHNOLOGY AND SOCIAL MEDIA)

We have an On-line-Safety policy which includes guidance for all pupils and staff in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place and staff are trained on the importance of monitoring children's activity online. The school uses SENSO filtering which allows us to monitor individual children and staff searches so that appropriate support / action can be taken. Our filtering and monitoring systems are reviewed annually and this is recorded.

Our school is a mobile phone free environment for pupils throughout the day and staff are aware of the school expectations for their use of mobile phones.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought. The breadth of risk classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk (the four Cs):

Content:
being exposed to illegal, an appropriate or harmful content including for example: pornography, racism, misogyny, self harm, suicide, anti-semitism, radicalization, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact:
being subjected to harmful online interaction for example peer to peer pressure, adults posing as children, inappropriate advertising.

Conduct:
online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, bullying etc.

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

ARTIFICIAL INTELLIGENCE (AI), DEEP FAKES AND EMERGING TECHNOLOGY RISKS

The school recognises that advances in artificial intelligence (AI) present new safeguarding risks for children and young people. These may include the creation, sharing or possession of AI-generated images, deep fake content, nudification imagery, synthetic media, online impersonation and image-based abuse.

The school will:

- Assess risks associated with AI-enabled technologies.
- Educate pupils about the safe and responsible use of AI tools.
- Ensure staff understand emerging online safeguarding risks.
- Respond promptly to incidents involving AI-generated harmful content.
- Work with parents, carers and external agencies where concerns arise.
- Record and respond to incidents in accordance with the Child Protection Policy and Behaviour Policy.

FORCED MARRIAGE

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights and is illegal. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

FURTHER INFORMATION ON FEMALE GENITAL MUTILATION (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to the educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, or other member of staff seeking help.

There is a specific legal duty on teachers that if a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

PREVENTING RADICALISATION

The Counter-Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The

Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

As a school our role in the Prevent agenda is to:

- promote awareness of the PREVENT strategy within our organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.

CHILDREN WITH MEDICAL CONDITIONS

The school recognises that children with medical conditions and allergies may be particularly vulnerable if their health needs are not properly met. In accordance with KCSIE 2026, incidents relating to the management of a child's medical condition or allergy will not automatically be treated as safeguarding concerns. However, where there is evidence that a child may be at risk of neglect, abuse or exploitation because their medical needs are not being appropriately identified, communicated or met, the concern will be considered through the school's safeguarding procedures. This may include situations where essential medical information is withheld, medication is repeatedly unavailable, or a child's health needs are consistently neglected. Staff will remain vigilant to indicators that unmet medical needs may constitute a safeguarding concern and will report any such concerns to the Designated Safeguarding Lead (DSL) without delay.

SELF-HARM AND SUICIDAL BEHAVIOUR

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance. We have an Education mental health practitioner we can refer children to. Any child displaying self-harm / suicidal tendencies will be referred to Child and Adolescent Mental Health Services and the self-harm / suicide prevention pathway will be followed. **If a child is in danger school will call 999 or attend A&E.**

Our school recognises that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, **abuse, neglect, exploitation, or other harm**. Staff are not expected to diagnose mental health conditions, but they are expected to recognise concerns, record them, and report them appropriately. KCSIE 2026 identifies several warning signs that may indicate a child is experiencing mental health difficulties:

- Significant or sudden **changes in behaviour**
- **Persistent sleep difficulties**
- **Withdrawal from friends, family, or social situations**
- A **loss of interest** in activities they would normally enjoy

- **Physical signs of self-harm**
- Signs of **self-neglect** or deterioration in personal care

These signs do not necessarily mean a child has a mental health condition, but they should prompt staff to be professionally curious and consider whether support or safeguarding action is required.

YOUTH PRODUCED IMAGERY (SHARING NUDE AND SEMI NUDE IMAGES AND VIDEOS)

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL will record all incidents of sexting. This will include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

Private Fostering

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbie who was a privately fostered child.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency. Alert your Designated Safeguarding Lead who will ensure this is followed up with Children's Social Care and the arrangement is assessed, approved and monitored

POLICY REVIEW

This Child Protection and Safeguarding Policy and procedures will be reviewed every academic year by the DSL, Headteacher and Governing Board.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

LINKED POLICES AND PROCEDURES

The following policies and procedures are relevant for the child protection and safeguarding policy and procedures.

- Administration of Medicines Policy
- First Aid Policy
- Behaviour and Anti-Bullying Policy
- Attendance & Punctuality Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- E-safety Policy
- Equalities Policy
- Health and Safety Policy and risk assessments
- ICT Acceptable Use Policy
- Educational Visits Policy
- Physical Education Policy
- Physical Intervention Policy and Guidance
- PSHE Policy
- Photography and Video Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Report
- Staff Code of Conduct
- Lost Child Policy
- Intimate Care Policy