Connect Alliance Trust

Excellence - Collaboration - Respect

Safeguarding and Child Protection Policy

Brookburn Community Primary School

Date approved: September 2026
Date of next review: Sept 2027

Version Control Table

Version	Date	Author	Rationale/Summary of changes	Ratified
V1.1	09/09/25	Jayne Kennedy	New CAT policy	Sept 25

V2.0	08/09/26	Jayne Kennedy	Updated CAT policy in line with MCC model policy 2026, KCSIE 2026 and statutory changes.	Sept 26

Brookburn Community Primary School			
The Executive Headteacher who has the ultimate responsibility for safeguarding is Jennifer Holden In their absence, the authorised member of staff is Beth Owen. (Head of School)			
KEY SCHOOL STAFF & ROLES			
Name		Role	Location and/or Contact Phone Number/Email
Jennifer Holden	*DDSL, CLA DP, Mental Health Lead, Inclusion team*	*Executive Headteacher - DDSL*	*0161 881 8880 j.holden@brookburn.manchester.sch.uk*
Beth Owen	*DSL, CLA DP/ EH lead, attendance lead, Inclusion team*	*Head of School- DSL*	*0161 881 8880 b.owen@brookburn.manchester.sch.uk*
Sophie Kay	*DDSL, Assistant Head KS1, Inclusion team*	*Assistant Head KS1- DDSL*	*0161 881 8880 s.kay@brookburn.manchester.sch.uk*
Harriet Ikin-Tomkinson	*Mental Health Lead, Inclusion team*	*SENDCo- DDSL*	*0161 881 8880 h.ikin-tomkinson@brookburn.manchester.sch.uk*
Dr Helen Elderfield	*Mental Health First Aider*	*Inclusion Team*	*0161 881 8880*
Elizabeth Rozario	*Learning Mentor*	*Inclusion Team*	*0161 881 8880*

NAMED TRUSTEE and GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
Trustee: David Allan	David.Allan@connectalliancetrust.co.uk
Governor: Dr. Jennifer Barker (Chair of SGB)	*j.barker@brookburn.manchester.sch.uk*

This policy will be reviewed annually unless an incident, or new legislation or guidance, suggests the need for an interim review.

The effectiveness of our safeguarding arrangements are monitored by SLT and the Trust and school's Governing Body through:

- **Safeguarding reports to the Trust Board/ School Governing Body by the CEO/ Headteacher**
- **Trustee/ Governor visits and review meetings with the DSL each term**
- **Commissioning of external safeguarding QA every two years**
- **Completion of Manchester Local Authority Safeguarding Self-Evaluation**

(KCSiE Part 2)

Review Date	Changes made	By whom
11.9.2025	Policy created	Jayne Kennedy Jennifer Holden
September 2026	Policy reviewed	Trust Board

Ratification by Trust Board

Academic year	Date of ratification	Chair of Governors
2025-26	23.9.2025	Adrian Young

Summary of Safeguarding Procedures

Our procedure if there is a concern about child welfare or safeguarding is:-

All staff, volunteers and visitors working at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. They also have a responsibility to report any concerns about the welfare and safety of a child and all such concerns will be taken seriously.

If any member of staff, visitor or volunteer have any concerns about a child's welfare they must act on these concerns **immediately**.

Report the concern to the Designated Safeguarding Lead (DSL) of the school or in their absence a member of the Designated Safeguarding Team (KCSiE 1.72). They will make a decision about what action should be taken, by whom and when it will be reviewed.

Record the concern as accurately as possible on CPOMs (Child Protection Online Monitoring System) and link the DSL. The DSL will make the decision about who the information should be shared with.

For staff that do not have access to CPOMS (volunteers, LOs, agency staff), if a disclosure has been made, complete the 'Reporting a Safeguarding Concern' form - Appendix 1. This will be added to CPOMs by the DSL/ member of the DSL team.

Manchester Safeguarding Contacts

Service	Contact
Social Care Advice & Guidance Service (AGS)	**0161 234 5001**
Early Help North	earlyhelpnorth@manchester.gov.uk **0161 234 1973**
Early Help Central	earlyhelpcentral@manchester.gov.uk **0161 234 1975**
Early Help South	earlyhelpsouth@manchester.gov.uk **0161 234 1977**
Complex Safeguarding Hub	**0161 226 4196**
Manchester LADO	LADO@manchester.gov.uk **0161 234 1214**
Safeguarding in Education Team	**safeguardingedu@manchester.gov.uk**
Manchester Virtual Team	Virtualschool.eduaction@manchester.gov.uk **0161 234 4160**
School Attendance Team	Schoolattendance@manchester.gov.uk **0161 219 6986**
Trafford First Response (For children living with a Trafford address)	**0161 912 5125**

Our procedure if there is an allegation that an adult has harmed a child, or that a child is a risk from a named adult is;

- All concerns, including low-level, should be reported to the Head of School, Beth Owen or Executive Headteacher, Jennifer Holden
- Where there are concerns/allegations about the Headteacher, this should be referred to Connect Alliance Trust's CEO, Liz Hardy or the Director of Education, Jayne Kennedy (KCSIE Part 4)
- Where there are concerns/allegations about the CEO, this should be referred to the chair of the Trust Board, Adrian Young.

The Headteacher / DSL will:

- Confirm that the child/children are safeguarded
- Obtain a written account which has been prepared by the person whom the allegation was made

- Record details of any potential witnesses
- Record the details of any discussions and the rationale for any decisions that have been made about the child/ member of staff
- Inform the Manchester LADO (LA Designated Officer): **0161 234 1214**

Make a referral to the Manchester LA Designated Officer within 1 working day if allegation meets MSP criteria (follow MSP referral guidance)

Our procedure for investigating and dealing with any complaints or concerns about our safeguarding practice that are brought to our attention is detailed in our Connect Alliance Trust Complaints Policy.

Additionally, we will co-operate with officers from the Education Department if they are aware of concerns which have been raised with Ofsted, the Regional Commissioner or the DfE.

Our procedure for whistleblowing if there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems is outlined clearly in our Whistleblowing Policy which can be found on our website.

It is the hope and intention of the school that any employee with a concern about the school's operation, or its conduct, feels able to first raise those concerns internally with their line manager. However, in line with legislation, if an employee does not feel comfortable making a disclosure internally within school, they have the right to take their concerns outside the school. (KCSIE Part 1.73-74, Part 4)

- NSPCC Whistleblowing Helpline: 0800 028 0285
- help@nspcc.org.uk
- Further information : GOV.uk website

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A. Actions for School or college when there are concerns about a child (KCSIE page 27)
B. Indicators of abuse and neglect
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1. Introduction and commitment

Through this policy we aim to:

- safeguard and promote the welfare of all children;
- ensure concerns about children are identified, reported and responded to promptly;
- create a culture in which safeguarding is everyone's responsibility;
- ensure children know how to seek help and are listened to when they do;
- protect children from harm both online and offline;
- support effective partnership working to improve outcomes for children; and
- ensure safeguarding practice is child-centred, inclusive and responsive to the needs of all children.

Our Commitment

At Connect Alliance Trust we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's responsibility and that all children have the right to grow up in a safe, secure and nurturing environment. We are committed to creating a culture where children are listened to, taken seriously and supported to achieve their full potential.

We believe that effective safeguarding is fundamental to educational success and school improvement, and that all decisions should be made in the best interests of the child. We recognise that safeguarding extends beyond child protection and includes providing early help, preventing harm, promoting wellbeing, and protecting children from abuse, neglect, exploitation and other safeguarding risks both online and offline.

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'*

(KCSiE, Part 1.2)

See KCSiE Part 1, Part 5 & Annexes A and B for definitions and further information about:-

- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System

- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

2. Legislative Framework

This policy has been developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2026 Statutory guidance that sets out the legal duties and responsibilities of schools and colleges to safeguard and promote the welfare of children.
- Working Together to Safeguard Children 2026 Statutory guidance that sets out how schools, local authorities, health services, police and other agencies must work together to help, protect and promote the welfare of children.
- Children Act 1989 and 2004 The key legislation underpinning child welfare and protection in England, establishing the duties of agencies to safeguard children and promote their welfare.
- Education Act 2002 Places a duty on schools and governing bodies to make arrangements to safeguard and promote the welfare of pupils.
- Equality Act 2010 Protects individuals from discrimination and requires schools to promote equality, foster good relations and eliminate unlawful discrimination.
- Human Rights Act 1998 Incorporates the rights and freedoms set out in the European Convention on Human Rights into UK law and requires public bodies, including schools, to act compatibly with those rights.

- Prevent Duty Guidance 2023 Requires schools to have due regard to the need to prevent children and young people from being drawn into terrorism and to provide appropriate safeguarding responses to concerns about radicalisation.
- Statutory Guidance on Female Genital Mutilation (FGM) Provides schools and professionals with guidance on identifying, responding to and reporting concerns relating to female genital mutilation to safeguard girls at risk.
- EYFS Statutory Framework Sets the standards for learning, development and care for children from birth to five including outlining safeguarding and welfare requirements.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 Sets out the childcare disqualification arrangements that apply to relevant staff working in early years and childcare settings.
- Manchester Safeguarding Partnership Multi-Agency Policy and Procedures Provides the local safeguarding framework, procedures and expectations for agencies working with children and families in Manchester.

3. Safeguarding Principles and Children's Rights

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding also includes protecting children from abuse, neglect, exploitation and other forms of harm, whether these occur within the home, the community or online. Safeguarding is everyone's responsibility and requires all staff to maintain a child-centred approach at all times.

Definition of Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It includes the processes and actions taken by schools and partner agencies to identify concerns, assess risk and take appropriate action to keep children safe from abuse and neglect.

Safeguarding Values

In line with Connect Alliance Trust and Manchester Safeguarding Partnership arrangements, we believe that:

- safeguarding is everyone's responsibility;
- children's welfare is paramount;
- the best interests of the child must be at the centre of all decisions;

- all children should be listened to and supported to express their views;
- children have the right to be safe from abuse, neglect, exploitation and discrimination;
- effective safeguarding depends upon strong relationships, collaboration and information sharing;
- the importance of information sharing internally and with other schools, colleges, safeguarding partners, other agencies, organisations and practitioners is critical to strong safeguarding practice;
- early identification and intervention can prevent concerns from escalating; and
- learning, reflection and continuous improvement are essential to effective safeguarding practice.

Our Safeguarding Approach

Connect Alliance Trust is committed to working collaboratively with Manchester City Council, Manchester Safeguarding Partnership and other safeguarding partners to identify, understand and respond to local safeguarding needs, emerging risks and contextual safeguarding concerns, ensuring that our practice reflects local priorities and contributes to improving outcomes for children and young people across Manchester.

Priority areas for safeguarding 2026-27

Child-on-child abuse : To continue to foster an inclusive environment where peer-on-peer respect is modelled, and discriminatory or aggressive behaviours are challenged
Misogyny: Through our curriculum design, classroom teaching, pastoral support and wider-school activities continue to create a culture of respect and belonging, promote healthy relationships and help our children to challenge harmful attitudes in the online and offline world.
Professional curiosity and rigour: To continue to develop a culture of professional curiosity with a particular focus on indicators such as attendance, behaviour, parental engagement and pupil voice.

Children's Rights

Children are encouraged to contribute to the development of policies and share their views through:

- pupil voice activities
- Rights Respecting Council
- Internal classroom procedures such as creating class charters
- our PSHE and RSE curriculum
- Creating child-friendly documents

Connect Alliance Trust is a UNICEF Rights Respecting Trust and supports Manchester City Council being recognised as a Child Friendly City. Brookburn Community Primary School is a UNICEF Rights Respecting School, accredited to Gold level.

Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

4. Equality, Diversity and Inclusion

As a Connect Alliance Trust school, Brookburn Community Primary School, is committed to providing a safe, inclusive and supportive environment where every child is valued, respected and able to achieve their full potential. We recognise that children may experience safeguarding risks differently depending on their individual circumstances, identities and lived experiences, and that some children may face additional barriers to recognising, reporting or disclosing abuse and neglect (In line with the Public Sector Equality Duty).
We are committed to anti-discriminatory practice and ensuring that all children receive the help, support and protection they need, regardless of age, disability, ethnicity, race, religion or belief, sex, sexual orientation, gender identity, socio-economic circumstances or family background.

Children Who May Require Additional Safeguarding Consideration

We recognise that some children have an increased risk of abuse, neglect, exploitation or harm and may face additional barriers to obtaining help or disclosing concerns. Additional consideration will be given to children who:

- are disabled or have medical conditions that may affect communication, independence or vulnerability;
- have special educational needs, whether or not they have an Education, Health and Care Plan (EHCP);
- are experiencing mental health difficulties or emotional wellbeing concerns;
- are young carers;
- are showing signs of being drawn into anti-social behaviour, criminal exploitation or county lines activity;
- are missing, or have previously been missing, from education, home or care;
- have experienced multiple suspensions, are at risk of permanent exclusion, attend alternative provision or are placed within a pupil referral unit;

- are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery;
- are vulnerable to radicalisation or extremism;
- have a parent or carer in custody or are affected by parental offending;
- are living in circumstances involving domestic abuse, parental substance misuse, adult mental ill health or other factors that may impact on their safety and wellbeing;
- are misusing drugs, alcohol or other substances;
- are at risk of honour-based abuse, including female genital mutilation (FGM) or forced marriage;
- are privately fostered;
- are children in need, subject to a child protection plan, looked after, previously looked after or living in kinship care arrangements;
- identify as lesbian, gay or bisexual and may face additional vulnerabilities, discrimination or barriers to support;
- are questioning their gender, exploring their gender identity, or experiencing distress related to gender;
- are refugees, asylum seekers or have recently arrived in the United Kingdom; or
- experience poverty, housing insecurity, homelessness or other circumstances which may place them at increased risk of harm.

This list is not exhaustive, and safeguarding decisions will always be based on an assessment of each child's individual needs, circumstances and lived experience.

5. Roles & Responsibilities

Trust Board

The Trust Board has strategic leadership responsibility for safeguarding and promoting the welfare of children across all trust schools. The Trust Board ensures that all schools comply with statutory duties under safeguarding legislation, guidance, and *Keeping Children Safe in Education* (KCSIE) 2026, ensuring that effective, law-compliant safeguarding policies, procedures, and training are embedded within the culture and ethos of every school.

The Trust Board is fully aware of its role in multi-agency safeguarding arrangements, including the Manchester Safeguarding Partnership (MSP) and Child Death Review partnership arrangements, and ensures collaborative working with appropriate agencies to identify, respond to, and safeguard the needs of local children.

Trust Board Duties & Operational Responsibilities

Governance, Leadership & Training:

- Appoint an appropriately trained member of the Trust Board as the Designated Trustee for Safeguarding (**David Allan**) and ensure each school appoints a Designated Safeguarding Governor **(Dr. Jennifer Barker).**
- Ensure the Designated Trustee liaises with the Director of Education, Jayne Kennedy to provide oversight and challenge, while the school Designated Governor liaises with the Headteacher and Designated Safeguarding Lead (DSL).
- Ensure all members of the Trust Board and Local Governing Boards read the most recent publication of KCSIE in its entirety.
- Ensure all trustees and governors receive training to provide strategic challenge and assure a robust whole-school approach to safeguarding (KCSIE Part 2.79, 2.94–96).
- Facilitate a whole-school approach to safeguarding where all systems, processes, and policies operate with the best interests of the child at heart.

Assurance, Monitoring & Policy Reviews:

- Obtain regular assurance regarding safeguarding effectiveness through scheduled reporting, audits, policy reviews, and monitoring activities.
- Ensure each school maintains an effective Safeguarding and Child Protection Policy.
- Review the Trust Safeguarding Policy and Staff Code of Conduct at least annually, providing staff opportunities to contribute to and shape policies. Addenda or appendices may be added during periods of crisis to reflect changing circumstances.
- Ensure policies and procedures allow for timely action to safeguard and promote child welfare.

Child-Centred Systems & Pupil Voice:

- Ensure children have access to safe, well-promoted, accessible, and easily understood systems to raise concerns, report worries or abuse, and give feedback, knowing their concerns will be treated seriously.
- Ensure that when safeguarding concerns arise, the child's wishes and feelings are taken into account when determining actions and service provision.

Procedures, Recruitment & Operations:

- Maintain procedures for managing safeguarding concerns, allegations against adults, low-level concerns, whistleblowing, and child-on-child abuse.
- Operate safer recruitment, selection, and induction practices in accordance with Part Three of KCSIE, maintaining a compliant Single Central Record across all schools. This will involve termly safeguarding visits to review procedures and SCR oversight. This is inline with CAT Safer Recruitment Policy.
- Ensure all staff and volunteers receive role-appropriate safeguarding training and updates, including online safety and child protection.
- Ensure each school has an appropriately trained DSL supported with sufficient time, funding, resources, supervision, and leadership capacity.
- Maintain child protection files as required, and ensure more than one emergency contact number is held on file for every pupil/student.

- **Vulnerable Pupils, Behaviour & Equality:**

- Ensure vulnerable children—including those with SEND, children with a social worker, children in care, previously looked-after children, and other groups at increased risk—receive tailored support and protection.
- Maintain a Trust Behaviour Policy containing measures to prevent bullying, cyberbullying, and prejudice-based or discriminatory bullying.
- Ensure safeguarding arrangements comply with statutory duties under the Equality Act 2010, promoting an inclusive, anti-discriminatory approach to safeguarding practice.

Headteacher

The Headteacher has overall responsibility for promoting a strong safeguarding culture in which the welfare of children is paramount.

Leadership & Policy Implementation

- Ensure that safeguarding policies and procedures adopted by the Connect Alliance Trust Board—particularly those concerning referrals of suspected abuse and neglect—are fully implemented, understood, and followed by all staff, including supply teachers, volunteers, visitors, and contractors.
- Ensure all staff, supply teachers, volunteers, visitors, and contractors understand and comply with the Connect Alliance Trust Code of Conduct.
- Ensure safeguarding policies and procedures are regularly updated and maintained in line with DfE, Local Authority (LA) guidance, local practice, and national changes in legislation.
- Ensure parents, carers, and pupils understand the school's safeguarding responsibilities and know how to access support and report concerns.

Designated Safeguarding Lead (DSL) & Inclusion

- Appoint a suitably qualified senior member of staff as Designated Safeguarding Lead (DSL) with a clear job description and lead responsibility for Child Protection and Safeguarding.
- Provide the DSL with sufficient time, funding, supervision, resources, and leadership support to carry out their duties effectively.
- Work closely with the DSL to ensure safeguarding arrangements are effective, regularly reviewed, and responsive to local and national developments.
- Ensure joint working between the school's DSL and SENDCO, recognising that children with SEND face elevated safeguarding risks, communication barriers, and potential misinterpretation of abuse indicators.

Multi-Agency Working & Statutory Duties

- Ensure the school fulfils its role within local multi-agency safeguarding arrangements, including the Manchester Safeguarding Partnership (MSP) and Child Death Review partnership arrangements.
- Work effectively with Children's Social Care, Health, Police, and other relevant agencies to safeguard children, provide a coordinated offer of family help, and contribute to inter-agency plans for children subject to child protection plans (KCSIE 2.138).

- Allow access for Children's Social Care from the host or placing local authority to conduct or consider Section 17 or Section 47 assessments (KCSIE 2.139).
- Ensure the Headteacher or safeguarding staff are available to attend Initial Child Protection Conferences (ICPC), Review Child Protection Conferences (RCPC), and Strategy meetings during school holidays and out of hours.

Allegations Management, Safer Recruitment & Security

- Manage allegations and concerns regarding adults working with children, including low-level concerns, serving as the main point of contact for the Local Authority Designated Officer (LADO).
- Ensure mandatory referrals are made to the Disclosure and Barring Service (DBS) if an individual is dismissed or leaves due to risk/harm to a child, and report to the Teaching Regulation Agency (TRA) and Police when required or when a crime may have been committed.
- Ensure robust systems are in place for safer recruitment, staff conduct, visitor management, site security, and safeguarding record keeping.

Evaluation & Governance Oversight

- Evaluate safeguarding policies and procedures at least annually and return the completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- Share the Safeguarding Self Evaluation (SEF) and Action Plan with school governors at least annually.
- Provide the School Governing Board with safeguarding updates termly through the Headteacher report.

Designated Safeguarding Lead (DSL)

Overview & Leadership Responsibility:

The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team who takes lead responsibility for safeguarding and child protection within the school. The DSL acts as the school's safeguarding expert, providing advice, support, and guidance to staff while maintaining overall responsibility for safeguarding systems, processes, digital safeguarding, and filtering and monitoring systems. The DSL liaises directly with the SENDCO to ensure shared case oversight. While ultimate lead responsibility rests with the DSL, specific duties may be delegated to Deputy DSLs (DDSLs), who are trained to the same standard. The DSL will be available during school hours and maintain agreed out-of-hours, educational visit, and school holiday cover arrangements. These arrangements will be agreed by the Headteacher.

The Designated Safeguarding Lead (together with team, as applicable) will:

Referrals & Multi-Agency Collaboration:

- Act as the primary point of contact for all safeguarding and child protection concerns within the school and with safeguarding partners.

- Manage referrals for suspected abuse, neglect, exploitation, and radicalisation—including direct referrals to Local Authority Children's Social Care and the Channel programme—and support staff who make referrals.
- Work collaboratively with Children's Social Care, Early Help, Police, Health services, and partner agencies to ensure children's needs are considered holistically.
- Attend, or ensure appropriate representation at, strategy discussions, Child Protection Conferences, Child in Need meetings, Team Around the Family meetings, and other multi-agency safeguarding meetings.
- Liaise with the Headteacher to inform them of ongoing Section 47 enquiries and police investigations, ensuring awareness of Appropriate Adult requirements under PACE Code C 2019.
- Liaise with the Case Manager and Local Authority Designated Officer (LADO) regarding child protection concerns involving staff

Internal Staff Collaboration & Mental Health:

- Provide expert advice, support, and guidance to all staff on safeguarding matters.
- Liaise with teachers, pastoral staff, school nurses, IT technicians, Senior Mental Health Leads, and SENDCOs on safety, online/digital safety, and welfare matters.
- Work with the Senior Mental Health Lead and Mental Health Support Team where safeguarding concerns relate to mental health.
- Promote supportive engagement with parents and carers, particularly where families face challenging circumstances or where children have SEND needs.

Vulnerable Pupils & Educational Outcomes:

- Monitor the welfare of vulnerable children, including those subject to Child Protection Plans, Child in Need Plans, Early Help, children with a social worker, and looked-after children.
- Work with the Headteacher and strategic leads to promote educational outcomes for children in need by identifying and addressing how safeguarding issues affect attendance, engagement, and achievement.

Culture, Systems & Information Governance:

- Promote a child-centred safeguarding culture, listening to children and taking account of their wishes and feelings when determining support and actions.
- Maintain secure, accurate, and confidential safeguarding records, ensuring information is shared and transferred in line with statutory guidance and local procedures.
- Ensure safeguarding concerns are escalated and challenged appropriately when professional disagreements arise.

School Staff

All Staff

Safeguarding is everyone's responsibility. All staff in the school, including supply staff, volunteers, contractors, and governors have a duty to safeguard and promote the welfare of

children, acting in the best interests of the child at all times under the guidance of the Designated Safeguarding Lead (DSL). All staff play a vital role in protecting children from harm, identifying concerns at the earliest opportunity, and ensuring children receive the right help at the right time. Staff must maintain an attitude of "it could happen here" (including in respect of child sexual violence or sexual harassment), recognise that safeguarding concerns can arise both online and offline, and take proactive, appropriate action where they have concerns about a child's welfare.

All staff will:

Statutory Guidance & Policy Compliance:

- Read and understand **Part One of Keeping Children Safe in Education 2026**, along with Annex A/Annex B and any additional sections identified by the Headteacher or senior leaders as relevant to their role.
- Understand and comply with this policy, the Trust Staff Code of Conduct, 'Safer Working Practices' guidance, and all relevant safeguarding policies.
    - Behaviour Policy
    - Physical Restraint Policy
    - Suspensions and Exclusions Policy
    - SEND policy
    - Mental Health and Wellbeing Policy
    - Mobile Phone Policy
    - Child-on-child abuse Policy

Training & Continuous Learning:

- Attend required safeguarding training sessions and briefings to remain alert to indicators of abuse, neglect, exploitation, complex safeguarding concerns, and key Local Authority (LA) approaches, including Early Help and embedding the child's voice.
- Attend training to ensure compliance with school behaviour management, physical restraint, and related welfare policies.

Safe Learning Environment & Curriculum:

- Provide a safe, inclusive, and supportive environment in which children can learn and thrive.
- Contribute to the teaching of safeguarding within the curriculum as required and appropriate to their role.

Identification of Risks & Pupil Vulnerabilities:

- Be alert to indicators of abuse, neglect, exploitation, and other safeguarding concerns, including those arising online.
- Be aware of specific vulnerabilities in certain pupils, including those with poor attendance or those with an assigned Social Worker.

Child-Centred Relationships & Disclosures:

- Be approachable to children, listen to them, take their concerns seriously, and respond appropriately to disclosures in accordance with school procedures.
- Recognize that barriers to disclosure exist and that children may not feel ready or know how to tell someone that they are being abused, neglected, or exploited.
- Maintain professional curiosity and actively build trusted relationships that facilitate communication and enable children to seek help and share worries.
- Never promise confidentiality to a child, explaining clearly that information may need to be shared to keep them safe and act in their best interests.

Reporting, Recording & Multi-Agency Working:

- Understand the role of the DSL and know how to report safeguarding concerns in the absence of the DSL.
- Know what steps to take when a concern arises, recording concerns accurately and promptly using agreed procedures and passing them to the DSL without delay.
- All safeguarding/ child protection records are kept on CPOMS. Records will include:

  A clear and comprehensive summary of the concern

  Details of how the concern was followed up and resolved

  A note of any action taken, decisions reached and the outcome
- Understand local Early Help processes, contributing to assessments, plans, interventions, and targeted support for individual children or groups as appropriate to their role.
- Contribute to multi-agency working and attend safeguarding meetings where required as part of their role.

Additional Statutory Duty for Teaching Staff:

Teaching staff have additional statutory duties, including the mandatory duty to report any cases of known or suspected Female Genital Mutilation (FGM).

6. Training, Induction and Awareness Raising

Safeguarding training is essential in creating and maintaining a strong safeguarding culture. All staff, governors and volunteers will receive safeguarding training and updates appropriate to their role to ensure they are able to identify concerns, respond appropriately and fulfil their safeguarding responsibilities.

Safeguarding Induction for New Staff

All new staff, including temporary staff, volunteers and agency workers, will receive safeguarding and child protection induction as part of their onboarding process. This will be led by Beth Owen, Head of School.
Induction will include:

- Share Safeguarding and Child Protection Policy
- Code of Conduct and Brookburn's Staff Handbook
- National College online training (Certificate in Safeguarding for staff)
- CPOMS login and training
- KCSIE 2026 (Part 1)
- Behaviour Policy

- Anti-Bullying Policy
- Mobile Phone Policy

Regular Safeguarding Updates

All staff will receive regular safeguarding updates to ensure their knowledge and skills remain current and that they are aware of any local, national or emerging safeguarding issues. This includes reading KCSIE Part One, annually and reading the updated Child Protection and Safeguarding Policy.
Updates will include:
Weekly safeguarding scenario included in whole-staff briefing
Briefing notes
Annual training plan
Whole staff INSET training each year
NSPCC

Designated Safeguarding Lead Training

The DSL and any Deputy DSLs will undertake DSL and safeguarding training appropriate to their role and responsibilities. In addition to formal training, they will access regular updates and learning opportunities through local networks and clusters to ensure their knowledge remains current and reflects local and national safeguarding developments.
DSL/ DDSL training provider:
Safeguarding in Education Team, MCC (Every two-years) [Specify DSL training provider and frequency]
KD Safeguarding
National College for updates
Prevent Duty Training-
https://www.support-people-susceptible-to-radicalisation.service.gov.uk/

Governor Safeguarding Training

Governors will receive safeguarding training appropriate to their role to enable them to provide effective strategic oversight, challenge and assurance regarding the school's safeguarding arrangements and statutory responsibilities.
Governor training arrangements
-CAT Safeguarding Training once a year
-NGA Safeguarding

Safer Recruitment Training

At least one member of any appointment panel will have completed safer recruitment training. Those involved in recruitment processes will receive appropriate training and support to ensure safe and robust recruitment practices are followed.
Safer recruitment:
Jennifer Holden
Beth Owen
Governor: Dr Jen Barker

Online Safety Training

All staff will receive training and updates on online safety, including current and emerging risks, filtering and monitoring arrangements, cyber security awareness, generative AI and how to support children to stay safe online.

Prevent Duty Training

Staff will receive appropriate Prevent Duty training to help them understand the risks associated with radicalisation and extremism, recognise potential indicators of concern and know how to respond in line with local safeguarding procedures.

Prevent in Manchester

Dobir Mohammed Miah | Prevent Education Officer

Community Safety Team | Neighbourhoods Directorate | Manchester City Council

Town Hall Extension | Manchester | M60 2LA

Direct Line: 0161 245 7214 | **Mobile:** 07970378988

https://www.manchester.gov.uk/crime-antisocial-behaviour-and-nuisance/what-is-prevent

Safeguarding Supervision and Support for DSLs

The school recognises the importance of safeguarding supervision and professional support for DSLs and deputy DSLs. For example, attending local DSL networks and school cluster groups.

Support offer

-Solution Circles to support case management and reflective practice

-Supervision

-CAT DSL professional network

7. Identifying and Responding to Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child. All such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

Contact emergency services if required.

Inform the DSL immediately if a child is suffering or likely to suffer significant harm. If the DSL is not available, inform the DDSL.

If contact with the DSL or DDSLs cannot be made, **ANYONE CAN MAKE A REFERRAL** to social care and/or the police.

Record concerns promptly.

Agree with the DSL (or designated acting lead) what action should be taken, by whom, and setting a clear timeframe for when it will be reviewed

Record concerns promptly using the school's designated safeguarding recording system. (CPOMs)

Contact details and process for making a referral

Manchester City Council – Children's Social Care Advice and Guidance Service (AGS)

Tel. 0161 234 5001

Trafford Children's First Response- 0161 912 5125 during office hours (Mon - Fri 8:30 - 4:30) or 0161 912 2020 out of hours (Emergency Duty Team).
https://www.trafford.gov.uk/form/childrens-first-response

Responding to a Disclosure

Staff will:

- **listen carefully** to what the child is saying, allowing them to speak freely and without interruption;
- **remain calm** and avoid displaying shock, disbelief or strong emotions that may discourage the child from continuing;
- **avoid leading questions** and only ask open questions where necessary to clarify what has been said;
- **reassure appropriately** by explaining that they have done the right thing in speaking out and that the concern will be taken seriously;
- **never promise confidentiality** as information may need to be shared with appropriate professionals in order to keep the child safe; and
- **record the disclosure accurately** using the child's own words wherever possible and pass the information to the DSL without delay.

Recording Concerns

All safeguarding concerns must be:

- **recorded promptly** as soon as possible after the concern arises or a disclosure is made;
- **factual** and based on what was seen, heard or reported, avoiding assumptions, speculation or personal opinion;

- **dated and signed** to provide a clear and accurate record of events and actions taken; and
- **stored securely** in accordance with the school's safeguarding procedures, information-sharing protocols and data protection requirements.

Escalation

The school will challenge decisions where necessary and follow Manchester escalation procedures where concerns remain unresolved.

8. Community-Based Early Help and Multi-Agency Working

Community-Based Early Help

The school is committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Staff will work with children, families and partner agencies to identify emerging needs and provide appropriate support. The school works closely with families

and will liaise with parents to encourage Early Help support through the Manchester Early Help team.

Where additional help is required, referrals may be made to Manchester's **Family Hubs and Family Help services**, which provide access to a range of support for children, young people and families. Staff will contribute to assessments, plans and reviews as required to ensure children receive the right help at the right time.

Multi-Agency Working

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. The school will work closely with Children's Social Care, Family Help Services, Health Services, Police, Education partners and other relevant agencies to identify needs, assess risk and provide appropriate support for children and families.

The school will participate in Early Help assessments, Child in Need meetings, Child Protection Conferences, Strategy Discussions and other multi-agency processes as required.

This school follows the Manchester Safeguarding Partnership procedures and local threshold guidance to ensure that children receive the right help at the right time.

9. Supporting Vulnerable Children

We recognise that some children may be at greater risk of abuse, neglect, exploitation or other safeguarding concerns and may require additional support to help them achieve positive outcomes.
Vulnerable children are discussed through:
Weekly inclusion meetings which include members of the safeguarding team

Regular case review meetings (RAG rated)

CPOMs

Agenda Items at SLT meetings

Early Help offer

Attention will be paid to children who:

- have a social worker, including those who are subject to Child in Need or Child Protection Plans;
- are looked after, ensuring that their educational, emotional and safeguarding needs are identified and supported;
- were previously looked after, including those who have left care through adoption, special guardianship or child arrangements orders;
- are living in kinship care arrangements, recognising the unique challenges and support needs that may arise for these children and their carers;

- have Special Educational Needs and Disabilities (SEND), acknowledging that additional barriers may exist to recognising indicators of abuse, neglect or exploitation;
- have medical needs, allergies or long-term health conditions, which may increase their vulnerability;
- experience poor attendance or persistent absence, as this may be an indicator of unmet need, abuse, neglect or exploitation;
- have been suspended, excluded or are at risk of exclusion, recognising the increased safeguarding risks associated with disengagement from education;
- attend Alternative Provision, including pupils accessing part-time or full-time off-site education arrangements;
- are considering elective home education, where safeguarding concerns may require additional monitoring;
- are young carers, who may be undertaking caring responsibilities that impact on their wellbeing, attendance or educational progress;
- experience mental health difficulties, emotional wellbeing concerns or psychological distress that may affect their safety, welfare or development; and
- experience extra-familial harm, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse, county lines activity or other risks beyond the family home.

This list is not exhaustive, and staff will remain alert to any factors that may increase a child's vulnerability or create barriers to them seeking or receiving help

Children with SEND needs:

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges.

Gender-Questioning Children: The trust is committed to ensuring a safe, supportive environment for all children while maintaining full compliance with statutory premises

regulations, DfE guidance regarding gender-questioning pupils and KCSIE 2026 (page 17, 33, 65 to 70)

- **Risk-Assessed, Child-Centred Support Protocols, Individual Risk Assessment:** When a child or family requests social transition or indicates they are questioning their gender, the Designated Safeguarding Lead (DSL) will conduct a child-centred risk assessment to determine appropriate support.
- **Parental Engagement:** Parents/carers will be involved in discussions regarding gender questioning and support plans at the earliest opportunity, unless doing so presents a clear and demonstrable risk of significant harm to the child.
- **Individual Support Plans:** Any adjustments regarding names, pronouns, uniform, or participation in physical activities will be recorded in an individual support plan, balancing the safety, physical health, and emotional well-being of the pupil with the safeguarding and privacy rights of the wider school community.

Gender-Questioning Children and Facility Regulations

Statutory Single-Sex Facility Compliance:

- **Toilets (Age 8+):** In accordance with school premises regulations, separate toilet facilities are provided for male and female pupils aged 8 and over. Single-user lockable facilities intended for individual use are available as neutral alternatives.
- **Changing Rooms (Age 11+):** Separate changing facilities are provided for male and female pupils aged 11 and over who participate in physical education and sports.
- **Facility Allocation:** Pupils use single-sex facilities designated for their biological sex. Where single-user neutral facilities exist, these may be made available to pupils on a voluntary, risk-assessed basis, ensuring the privacy and dignity of all children.

Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Child-on-Child Abuse, Sexual Harassment, Harmful Sexual Behaviour (HSB), and Sexual Violence

All staff recognise that children are capable of abusing their peers—both inside and outside of school, as well as online. Child-on-child abuse is completely unacceptable, will never be tolerated, and will never be dismissed or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’, or ‘boys being boys’. The school recognises that even where there are no reported cases, child-on-child abuse may still be taking place unreported. **(KCSIE Part 5)**

- **Zero-Tolerance & Allegation Management:** All allegations of child-on-child abuse, sexual harassment, harmful sexual behaviour (HSB), and sexual violence will be recorded, investigated, and dealt with in accordance with Part Five of Keep Children Safe in Education (KCSIE).
- **Preventative Curriculum:** The school minimizes the risk of child-on-child abuse through a robust, preventative curriculum and whole-school environmental safety measures.

- **Supportive & Clear Reporting Systems:** Systems are established to ensure children understand that the law exists to protect them, not criminalise them. Children are supported to report concerns confidently, knowing they will be taken seriously.
- **Holistic Support:** Support processes account for inter-familial harms and ensure tailored assistance is provided to victims, perpetrators, and any other children affected by child-on-child abuse.
- **Gender Dynamics & Misogyny:** While recognizing that statistically girls are more likely to be victims and boys perpetrators, all child-on-child abuse is taken seriously regardless of gender. Staff are trained to identify the different forms abuse can take, including the escalatory nature of misogyny, misandry, and the impact of online influencers, allowing for early identification and intervention.

Child-on-child abuse can take many forms, including but not limited to:

- **Bullying & Discrimination:** Bullying (including cyber bullying, prejudice-based, and discriminatory bullying) and discriminatory behaviour (including racism, sexism, faith-targeted abuse, and other prejudice-based abuse).
- **Relationship & Physical Abuse:** Abuse within intimate personal relationships between children (teenage relationship abuse); physical abuse (hitting, kicking, shaking, biting, hair pulling, or causing physical harm); and physical assault or threats of harm involving a weapon.
- **Sexual Violence & Harassment:** Harmful Sexual Behaviour (HSB); sexual violence and sexual harassment (inappropriate sexual comments, unwanted sexualised behaviour, misogyny, and misandry); and causing or coercing a child to engage in sexual activity without consent.
- **Digital & Online Harm:** The consensual and non-consensual sharing of nude and semi-nude images and videos—including content created or manipulated using artificial intelligence (AI); up-skirting (a criminal offence involving taking an image beneath clothing without consent); and general online abuse (abusive messaging, image sharing, coercion, threats, harassment, and exploitation).
- **Peer-Group Harm & Hazing:** Initiation or hazing-type violence, rituals, or activities causing physical, emotional, or psychological harm, as well as abusive behaviour linked to exploitation, criminality, or coercion within peer groups.

Multi-Agency Collaboration & Contextual Safeguarding

- **Child Exploitation (CCE/CSE):** Where concerns regarding Child Criminal Exploitation (CCE) or Child Sexual Exploitation (CSE) are identified, the school works in partnership with Children's Social Care, the Complex Safeguarding Hub, and relevant agencies. Staff utilize the Complex Safeguarding professionals' advice line for timely information sharing, risk management, and safeguarding responses.
- **Local Panel Involvement:** The school collaborates with partner agencies to safeguard children at risk of exploitation or serious violence, actively supporting referrals to Manchester Engage Panels by providing details on a child's needs, risks, vulnerabilities, strengths, anti-social behaviour, criminal exploitation, and implemented interventions.

Online Safety and Digital Safeguarding

The school is committed to safeguarding children from potentially harmful and inappropriate online material and promotes a whole-school approach to online safety that empowers children, staff and families to use technology safely, responsibly and positively.
The school will:

- provide age-appropriate online safety education through the curriculum. This is outlined in our PSHE/ RSE I Matter V4.
- ensure that staff receive appropriate online safety training and understand emerging risks and trends through training delivered by Smoothwall and MCC.
- maintain procedures for identifying, responding to and recording online safeguarding concerns
- support children who have experienced online harm and work with partner agencies where appropriate
- ensure that online safety is considered when using new and emerging technologies, including artificial intelligence (AI) tools and applications through support from MCC and AVA.
- communicate regularly with parents and carers about online safety, risks and protective measures This will be done through the newsletter, website and parental meetings e.g ‘Meet the team’.
- ensure appropriate safeguarding arrangements are in place for any remote learning activities.

Filtering, Monitoring and Cyber Security

The school will take all reasonable steps to limit children's exposure to harmful online material while using the school's IT systems and internet-connected devices.

Connect Alliance Trust will ensure that:

- harmful and inappropriate content is blocked without unnecessarily restricting teaching and learning through Sophos.
- clear roles and responsibilities are identified for filtering and monitoring arrangements. The DSL is responsible for filtering and monitoring arrangements.
- staff understand how to respond to online safety concerns identified through monitoring systems.
- filtering and monitoring arrangements are reviewed at least annually and following any significant safeguarding concerns.
- appropriate cyber security measures are implemented to protect children's personal information and reduce the risk of online harm. All staff sign the School Handbook which includes the AUP and families complete an AUP when starting at the school.

Mobile Devices

The school is a mobile phone free environment and expects all pupils to comply with the school's Mobile Phone Policy and Acceptable Use Agreements.

Elective Home education

We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs

If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child should be removed from roll as soon as the parent has informed us of their decision.

We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

Community Safety

Serious violence

We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with, serious violent crime.

We update our awareness based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.

Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. The PSHE curriculum is designed to provide children with opportunities to discuss and problem solve and follow up support from the learning mentors/ external agencies will be put in place if needed.

Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case by case basis to such incidents in and out of school.

12. Safeguarding in the Curriculum

We recognise that safeguarding is an important part of the curriculum and contributes to creating a culture where children are informed, resilient and able to keep themselves safe. Pupils will be supported to learn about:

- healthy, respectful and positive relationships
- consent, boundaries and appropriate behaviour
- online safety, including safe use of technology, social media and artificial intelligence
- mental health, emotional wellbeing and resilience
- recognising and responding to abuse, neglect and exploitation
- personal safety, risk-taking behaviours and keeping safe in the community
- equality, diversity, inclusion and respect for others
- discrimination, prejudice and protected characteristics
- British Values and the importance of mutual respect, tolerance and democracy
- recognising harmful behaviours, including child-on-child abuse
- the risks associated with criminal exploitation, sexual exploitation, serious violence and county lines
- the risks of radicalisation and extremism
- healthy lifestyles and making safe choices
- attendance, belonging and positive participation in school life
- how, when and where to seek help from trusted adults and support services

Safeguarding education is delivered through:

- PSHE / Personal Development curriculum
- Relationships, Sex and Health Education (RSHE)
- Computing and Online Safety lessons
- Assemblies and themed awareness events
- Pastoral and wellbeing programmes
- Visits from external agencies and safeguarding partners
- Pupil leadership and peer support opportunities
- Rights Respecting council or pupil voice activities
- Other curriculum and enrichment opportunities relevant to the needs of our pupils

13. Safer Recruitment

We are committed to ensuring that the people who work with children at our school are suitable to do so. The school recognises that safer recruitment is an essential part of safeguarding and takes all reasonable steps to prevent unsuitable individuals from working with children. Recruitment, selection, induction and ongoing safeguarding arrangements are designed to create a strong safeguarding culture that promotes the welfare of children and deters individuals who may pose a risk from gaining access to them.

The school will:

- ensure that all recruitment and selection procedures are conducted in accordance with Keeping Children Safe in Education and relevant employment legislation;
- promote safeguarding throughout the recruitment process, ensuring that our commitment to safeguarding and promoting the welfare of children is clearly communicated to prospective applicants;
- ensure that all job advertisements, recruitment materials and application processes make clear that safeguarding checks will be undertaken as part of the appointment process;
- obtain a completed application form for all applicants and not accept CVs in place of a full application form;
- scrutinise application forms carefully and explore any discrepancies, gaps in employment history or concerns identified during the recruitment process;
- obtain and consider appropriate references before appointment and verify information provided by candidates;
- undertake online searches on shortlisted candidates as part of the appointment process to help identify any issues that may affect a candidate's suitability to work with children;
- assess candidates' suitability, attitudes, values and motivation to work with children through a structured selection process;
- ensure that at least one member of every appointment panel has completed safer recruitment training;
- carry out all required pre-employment checks before an individual starts work, including identity, qualification, right to work, prohibition, criminal record and other checks relevant to the role;
- take appropriate steps to satisfy themselves that individuals who have lived or worked overseas are suitable to work with children;
- maintain a Single Central Record of recruitment and vetting checks in accordance with statutory requirements;
- ensure that volunteers, agency staff, contractors, trainee teachers and other adults working within the school are subject to appropriate safeguarding checks and supervision arrangements appropriate to their role and level of contact with children;
- ensure that volunteers are appropriately assessed, supervised and vetted in accordance with their role. Where a volunteer is engaged in regulated activity with children, the school will obtain an enhanced DBS check including children's barred list information, in line with Keeping Children Safe in Education 2026.

- ensure that safeguarding responsibilities continue beyond appointment through effective induction, probation, training, supervision and performance management arrangements;
- take appropriate action where concerns arise regarding the suitability of any adult working in or on behalf of the school;
- Renewal of DBS for all staff is every three years, in line with trust and MCC local policy.

Visitors, Contractors and Lettings

The school will ensure that appropriate safeguarding arrangements are in place for visitors, contractors, hirers and organisations providing services or activities on school premises.

Where school facilities are used by external organisations providing activities for children, the school will have written documented assurances that:

- the external agency has carried out all necessary safer recruitment and vetting checks, including an enhanced DBS, and children's barred list check.
- Identity and photo check on arrival.
- The school must log the external agency name and the date they received the written safeguarding assurance
- The school must provide the external staff with the school's Safeguarding and Child Protection policy and know who the school's DSL and how to raise a concern.

Single Central Record

- The school maintains a Single Central Record (SCR) of recruitment and vetting checks which is regularly reviewed to ensure compliance with statutory requirements.
- Monitoring and QA of the SCR is completed by the Chair of Chair of Governors and by the named Trustee with responsibility for Safeguarding. Fusion, our HR provider, also completes SCR reviews every 3 years.

14. Managing Allegations Against Adults

All allegations and concerns relating to staff, supply staff, volunteers, contractors, governors, agency staff, trainee teachers and any other adults working on behalf of the school will be taken seriously and managed in line with KCSIE 2026, local authority procedures and advice from the Local Authority Designated Officer (LADO) where appropriate.

The school will:

- ensure that all allegations and concerns about adults working with children are managed in accordance with Part Four of Keeping Children Safe in Education and local safeguarding procedures;
- where an allegation meets, or may meet, the harms threshold, the Headteacher (or Chair of Governors where the allegation relates to the Headteacher) will seek advice from the LADO and follow the appropriate procedures;
- work closely with the Local Authority Designated Officer (LADO), Children's Social Care, Police and other relevant agencies where appropriate;
- ensure that allegations are dealt with quickly, fairly and consistently, providing effective protection for children while also supporting the individual who is the subject of the allegation;

- make reasonable enquiries to establish the basic facts of a concern before seeking advice from the LADO, whilst ensuring that any action taken does not compromise a future investigation;
- ensure that all staff understand how to recognise, respond to and report concerns about the conduct of adults working with children;
- maintain accurate and confidential records of all allegations and concerns and the actions taken in response;
- ensure that staff understand the school's whistleblowing procedures and are able to raise concerns, including concerns about safeguarding practice, without fear of reprisal;
- refer historic allegations of abuse to the Police and other relevant agencies in line with statutory guidance;
- make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant bodies where the legal duty to do so applies

Low-Level Concerns

A low-level concern is any concern, no matter how small, 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 but does not meet the harms threshold.

Examples may include:

- concerns arising from poor professional judgement;
- behaviour that makes others feel uncomfortable or causes a sense of unease;
- inappropriate conduct outside of work that raises questions about professional suitability;
- concerns raised by pupils, parents, carers or colleagues;
- issues identified through supervision, recruitment or vetting processes; or
- self-reported incidents where an adult believes their actions may have been misinterpreted.

All low-level concerns will be reported to the Headteacher. Such concerns will be recorded, reviewed and managed appropriately to ensure professional standards are maintained and safeguarding risks are identified at the earliest opportunity.

15. Site Security and Extended Provision

The school is committed to ensuring that appropriate safeguarding arrangements are in place for all activities, services and individuals operating on or using the school site. This includes visitors, contractors, external providers, educational visits, work experience placements, alternative provision and breakfast, lunchtime and after-school activities.

The school will take all reasonable steps to ensure that safeguarding responsibilities are understood, appropriate checks and risk assessments are completed where required, and that children remain safe whilst participating in any school-led or school-approved activity.

The school's arrangements for managing visitors, contractors, educational visits, work experience, alternative provision, lettings and extended provision are outlined in the following policies and procedures:

- Lockdown Policy
- Visitor Procedures
- Educational Visits Policy
- Alternative Provision Procedures
- Lettings Policy
- Work Experience Guidance
- Breakfast and After-School Club Arrangements
- Site Security Procedures

Alternative provision (AP)

We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better. We will obtain written confirmation from the AP that appropriate safeguarding checks have been carried out on individuals working at their establishment.

Children who require access to AP will have a personalised learning plan designed to meet their needs. AP placements will be regularly reviewed. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately. Our school will remain responsible for the safeguarding of any pupils placed in AP.

16. Monitoring and Quality Assurance

Connect Alliance Trust and school are committed to continuous improvement in safeguarding practice and recognises the importance of robust monitoring, evaluation and quality assurance processes. Connect Alliance Trust's Safeguarding Strategy is reviewed annually to ensure safeguarding arrangements in schools will be regularly reviewed to ensure that they remain effective, compliant with statutory guidance and responsive to the needs of children and families.

The effectiveness of safeguarding arrangements will be monitored through:

- Trust and school safeguarding audits

- Section 175 audit completed every two years to provide assurance that the school is meeting its statutory responsibilities.
- Trustee and governor monitoring, including safeguarding visits, scrutiny of safeguarding information and challenge to school leaders
- Termly safeguarding reports, provided to senior leaders and governors to support oversight of safeguarding activity, trends, training, attendance, exclusions and other safeguarding matters
- annual policy review, ensuring safeguarding policies, procedures and guidance remain up to date and reflect current legislation, statutory guidance and local safeguarding arrangements.
- review of safeguarding incidents and local or national learning reviews, to identify opportunities for improvement and strengthen safeguarding practice.
- pupil voice activities, ensuring that the views, experiences and feedback of children inform safeguarding practice and contribute to the development of a safe and supportive school environment.

17. Linked Policies

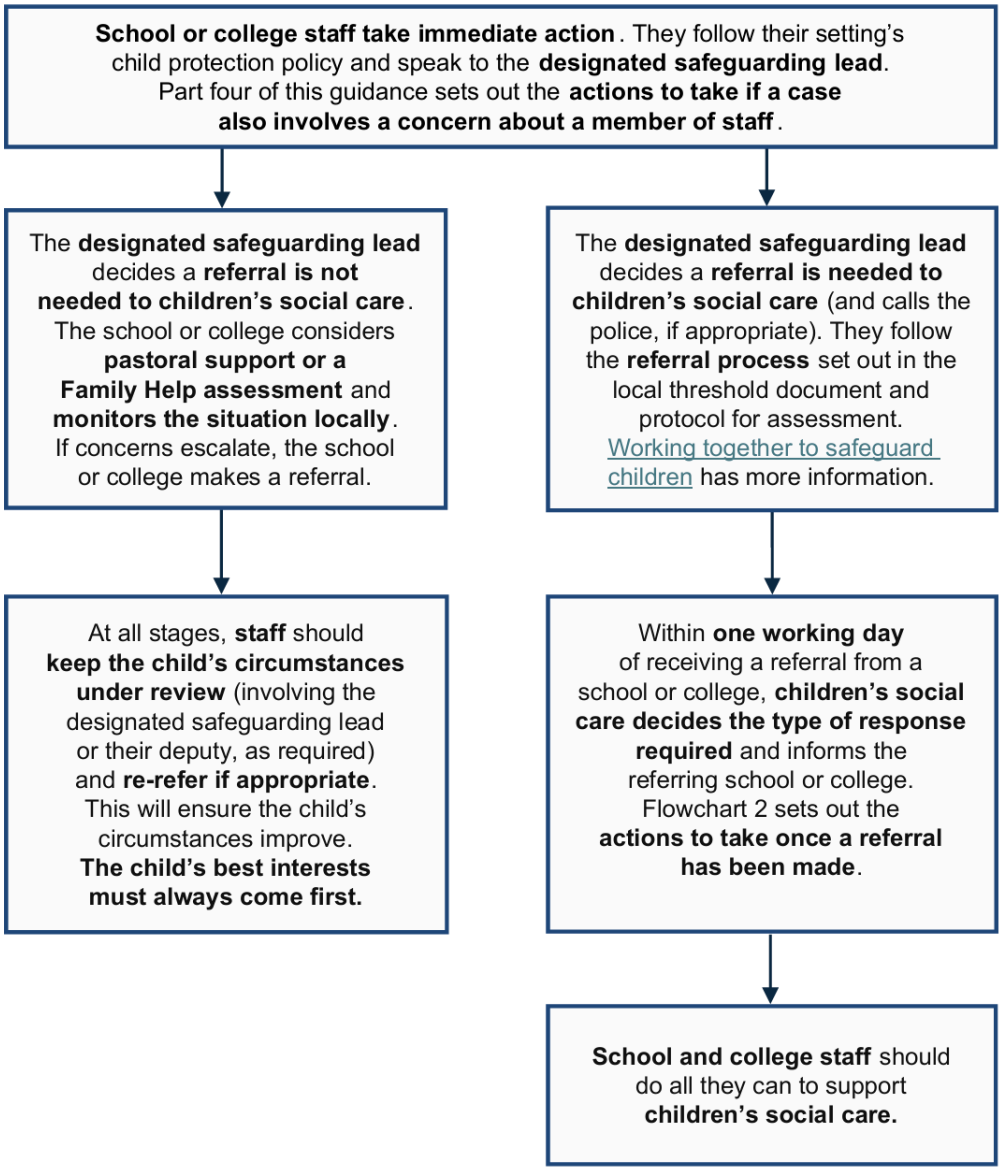
This policy should be read alongside the following policies that support the school's wider safeguarding responsibilities:

- Behaviour Policy
- Child-on-child Abuse Policy
- Invacuation, lockdown and evacuation Policy
- Restrictive Intervention Policy (see MCC guidance)
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Prevent Duty Policy
- Allegations against Staff (Including low Level Concerns) Policy
- Whistleblowing Policy
- SEND Policy
- Equality Policy
- RSHE Policy
- Health and Safety Policy

18. Appendices

Appendix A – Actions for School or college when there are concerns about a child

Flowchart 1: actions taken by a school or college when there are concerns about a child



Appendix B - Indicators of abuse and neglect

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 may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from 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.

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix C - Signs and indicators of Child Sexual Abuse

- Signs and indicators: A template for identifying and recording concerns of child sexual abuse

Appendix D – Regulated Activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.
Regulated activity includes:

a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.85 Some activities are always regulated activities, regardless of frequency. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

Appendix E - Specific safeguarding issues

Child Criminal Exploitation and Child Sexual Exploitation

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through

violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Domestic Abuse

Domestic abuse involves any single incident or pattern of conduct where someone’s behaviour towards another is abusive, and where the people involved are aged 16 or over and = are, or have been, personally connected to each other (regardless of gender or sexuality).
The abuse can involve, but is not limited to psychological, physical, sexual, financial, emotional, violent, threatening, controlling, coercive behaviour.

FGM

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.158 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats

can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Prevent and Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.
Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence.
These may include:

- increased absence from school or college,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in educational performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Poor attendance / absent children

We adopt MCC's updated Attendance Policy and Attendance Strategy and reflect these in our own policies. We attend targeted support meetings related to attendance when required. We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory and LA requirements in terms of monitoring and will report children appropriately to the CME Team.
We will follow the Emotional Barriers to School Attendance guidance to assist with strategies for supporting children and young people experiencing anxiety to return to school.
We will alert the relevant team or authority if a new child who has been expected to attend does not arrive on the due date. (This is in response to learning from local serious case reviews.)

Missing 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, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils, and children missing education (CME) 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 a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.