



Christleton Primary School

Be the best you can be

Safeguarding and Child Protection Policy

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Safeguarding and Child Protection		Full Governing Body	
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Signed Headteacher			
Signed Chair of Governors			

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2. Statement of intent and scope

Christleton Primary School is committed to safeguarding and promoting the welfare of every child. Safeguarding is everyone's responsibility and is inseparable from high-quality education, attendance, inclusion, behaviour, health and safety, online safety and pastoral care.

The school will maintain a child-centred, coordinated and whole-school approach. We will listen to children, act promptly, work respectfully with parents and partner agencies, challenge discrimination and professional inaction, and recognise that abuse, neglect and exploitation may occur within or outside the family, in school or the community, and online.

This policy applies to the governing body, all staff, supply staff, trainees, contractors, volunteers, visitors, external providers and adults using school premises. It applies during the school day, wraparound care, educational visits, residentials, remote education, clubs and activities arranged by or on behalf of the school.

The best interests, safety, wishes and feelings of the child will be central to decision-making. A child's wishes will be considered in the light of their age, understanding and communication needs, but will not prevent the school taking protective action.

- create a culture in which children feel safe, respected and able to speak to a trusted adult;
- identify concerns early and provide or secure appropriate help, support and protection;
- ensure concerns are recorded accurately, shared lawfully and referred without delay;
- prevent unsuitable adults from working with children and manage concerns about adults fairly and promptly;
- provide an age-appropriate safeguarding curriculum, including online safety and healthy relationships;
- promote equality, reasonable adjustments and accessible communication; and
- learn from incidents, complaints, audits, pupil voice and local/national safeguarding reviews.

3. Status, legal framework and linked policies

This is the school's child protection policy for the purposes of Keeping Children Safe in Education. The governing body must ensure that it is effective, reviewed at least annually, available publicly and implemented in practice.

The policy is based principally on Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and the local arrangements and procedures of the Cheshire West and Chester Safeguarding Children Partnership. Reception and any school-run early years provision will also comply with the Early Years Foundation Stage statutory framework in force from 1 September 2026.

The school will have regard to current statutory guidance and legislation. Where this policy and a later legal or statutory requirement differ, the later requirement takes precedence and the policy will be amended promptly.

- Education Act 2002, particularly section 175;
- Children Acts 1989 and 2004 and the Children and Social Work Act 2017;
- Education Act 1996 and current attendance and children-missing-education legislation;
- School Staffing (England) Regulations 2009 and relevant safer-recruitment/barring legislation;
- Safeguarding Vulnerable Groups Act 2006 as amended, including amendments made by the Crime and Policing Act 2026 when commenced;
- Childcare Act 2006 and the 2018 childcare-disqualification regulations;
- Female Genital Mutilation Act 2003 and Serious Crime Act 2015;
- Counter-Terrorism and Security Act 2015 and Prevent duty guidance 2023;
- Equality Act 2010, Public Sector Equality Duty and Human Rights Act 1998;
- Data Protection Act 2018, UK GDPR as amended, and Data (Use and Access) Act 2025;
- Sexual Offences Act 2003, Voyeurism (Offences) Act 2019, Domestic Abuse Act 2021, Modern Slavery Act 2015 and forced-marriage legislation; and
- current Department for Education, Home Office, UK Council for Internet Safety, Ofsted and local-authority guidance listed in the review source schedule.

Linked policies are listed in Appendix 5. Those documents must be consistent with this policy and with current KCSIE. A separate policy must never be used to delay immediate safeguarding action.

4. Definitions and guiding principles

A child is anyone under the age of 18. "Safeguarding and promoting the welfare of children" means providing help and support to meet children's needs as soon as problems emerge; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action so that all children have the best outcomes.

"Child protection" forms part of safeguarding and concerns action taken to protect specific children who are suffering or are likely to suffer significant harm.

"Child-on-child abuse" means abuse by one or more children against another child. It can occur between children of any age, sex or background, in person or online, inside or outside school. Children who harm others may themselves need safeguarding and support.

"Harmful sexual behaviour" describes sexual behaviour by children that is developmentally inappropriate, problematic, abusive or violent. Behaviour is considered on a continuum, in context, and with attention to consent, power imbalance, coercion, age, development, SEND and the impact on all children involved.

The school will maintain an attitude of "it could happen here", exercise professional curiosity and avoid assumptions based on race, culture, religion, disability, sex, sexual orientation, gender identity, family background, socio-economic circumstances or previous behaviour.

5. Key contacts

Current contact information must be displayed in the staffroom, school office, safeguarding system and staff induction materials. The DSL will verify external contacts at least termly and whenever the local authority issues an update.

Role/service	Contact	Action/notes
DSL	Mr Oliver Mitchell	Report every concern immediately; do not wait for proof.
Deputy DSL(s)	Mrs Nia Hughes; Mrs Roz Bingham	Contact a deputy if the DSL is unavailable. Any staff member may refer directly.
Headteacher	Mr Oliver Mitchell	Receives concerns about adults other than the headteacher.
Chair of Governors	Mr David Lewis	Receives concerns/allegations about the headteacher.
Safeguarding governor	Kate Fisher	Strategic oversight; not the operational referral route.
Cheshire West iART	0300 123 7047; i-ART@cheshirewestandchester.gov.uk	Mon–Thu 8.30am–5pm; Fri 8.30am–4.30pm. Use current professional referral process.
Emergency Duty Team	01244 977277; EDT2@cheshirewestandchester.gov.uk	Out of hours. Email is not continuously monitored; call where urgent.
Police	999 emergency; 101 non-emergency	Call 999 where a child is in immediate danger or urgent police protection is required.

LADO	Current Cheshire West online LADO referral route	Case manager consults within one working day where the harm threshold may be met, before internal investigation.
Prevent/Channel	Current National Referral Form; CTPNW.Merseyside@merseyside.pnn.police.uk; copy child referrals to iART	Advice: 0151 777 8506 / prevent@merseyside.police.uk
NSPCC whistleblowing advice line	0800 028 0285	For staff unable to raise a safeguarding-practice concern internally.

6. Roles and responsibilities

6.1 Governing body

- ensure that the school complies with section 175 duties, KCSIE, Working Together, EYFS and local safeguarding procedures;
- approve or assure itself of this policy in accordance with the scheme of delegation, review it at least annually and ensure it is publicly available;
- appoint a senior board-level safeguarding lead and a trained safeguarding governor;
- ensure a suitably senior DSL and sufficient trained deputies, time, resources, authority and robust cover arrangements;
- ensure all governors receive appropriate safeguarding and child-protection training at induction and regular updates;
- ensure safer recruitment, the single central record, allegations/low-level-concern procedures, referral duties and staff code of conduct are effective;
- ensure appropriate online filtering and monitoring, an annual recorded effectiveness review, cyber-security arrangements and a mobile-phone-free culture;
- ensure the curriculum teaches children how to keep safe, including online and in relationships;
- ensure equality, SEND and accessibility duties are embedded and pupil voice informs assurance; and
- receive safeguarding information in a way that supports challenge without identifying children unnecessarily.

6.2 Headteacher

- implement the governing body's safeguarding policies and ensure all staff understand and follow them;
- ensure the DSL is a member of the senior leadership team and has appropriate authority, time, training, supervision and resources;

- maintain a culture in which concerns are acted upon, staff can challenge leaders and low-level concerns are reported;
- act as case manager for allegations/concerns about adults, except where the concern is about the headteacher;
- ensure appropriate referrals to the LADO, DBS and Teaching Regulation Agency, with HR/LA advice as required;
- ensure safe staffing, premises, clubs, visits, alternative provision and external providers; and
- ensure parents know how to access the policy and report concerns.

6.3 Designated safeguarding lead and deputies

- The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems. This responsibility is explicit in the job description and cannot be delegated, although trained deputies may carry out activities.
- The DSL or a trained deputy will be available during school hours. The school will maintain robust cover, including outside normal hours or term.
- The DSL will receive, assess, record and refer concerns; advise and support staff; participate in strategy discussions and multi-agency work; escalate when responses are inadequate; and ensure the child's voice and educational outcomes are considered.
- The DSL will maintain secure child-protection records, oversee timely file transfer and receipt, and ensure relevant information is shared with staff on a need-to-know basis.
- The DSL will know which children have or have had a social worker, are looked after or previously looked after, or have other vulnerabilities, and will work with the designated teacher, SENCO, attendance lead and pastoral staff.
- The DSL will lead safeguarding training and policy review, link with local safeguarding partners, maintain current contacts, and report appropriately to the governing body.
- The DSL and deputies will complete role-specific training at least every two years and refresh knowledge and skills at least annually.

6.4 Safeguarding governor

The safeguarding governor will meet the DSL at least termly, review implementation and assurance evidence, monitor actions, test the accessibility of reporting arrangements and report to the governing body. The governor will not investigate individual cases or receive identifiable case detail unless required for a lawful governance function.

6.5 Designated teacher, SENCO, attendance and IT/filtering leads

- The designated teacher Mrs Roz Bingham promotes the educational achievement of looked-after and previously looked-after children and works closely with the DSL and virtual school.
- The SENCO (Mrs Roz Bingham) helps ensure safeguarding responses and communication are accessible, and that indicators are not wrongly attributed to SEND or medical needs.
- The attendance lead works with the DSL to identify safeguarding patterns in absence, lateness, missing episodes and withdrawn/part-time arrangements.

6.6 All staff, volunteers and adults working in school

- read and understand KCSIE Part One, this policy, the staff code of conduct, behaviour policy, attendance/CME arrangements, online-safety expectations and the identities of the DSL/deputies;
- maintain “it could happen here”, notice changes, listen, record, report and act immediately;
- never promise secrecy, investigate, ask leading questions or delay a referral while seeking certainty;
- make a direct referral to iART/police if necessary, particularly where a child is in immediate danger or the DSL/deputies are unavailable, and inform the DSL as soon as possible;
- follow information-sharing principles and record the rationale for action or inaction;
- report any concern about an adult, including a low-level concern, through section 19; and
- challenge inaction and use escalation or whistleblowing routes where safeguarding practice is unsafe.

7. Safeguarding culture, pupil voice and accessible reporting

The school will create multiple, developmentally appropriate ways for children to seek help, including speaking to any trusted adult, class check-ins, pastoral support etc. Children will be taught what will happen after they report a concern and that they will be taken seriously.

Staff will recognise that children may not feel ready or know how to disclose, may communicate through behaviour, play or non-verbal means, and may fear consequences. Staff will not assume that absence of a disclosure means absence of harm.

Children will be protected from retaliation, victim-blaming, discrimination and repeated retelling. The school will provide reasonable adjustments, communication aids, interpreters or specialist support where needed.

The school will address sexist, racist, homophobic, biphobic, transphobic, misogynistic, misandrist, ableist and other prejudicial language or behaviour. Abuse will never be dismissed as banter, part of growing up or an inevitable part of childhood.

8. Induction, training and professional development

All staff, including temporary staff and those who do not work directly with children, will read at least Part One of KCSIE 2026 and confirm understanding. The DSL may require additional sections or annexes according to role.

Induction will occur before or as soon as practicable after work begins and will cover this policy, reporting routes, staff conduct, allegations and low-level concerns, online safety, filtering and monitoring, information sharing, the Prevent duty, attendance/CME and school-specific risks.

All staff will receive safeguarding and child-protection updates at least annually and more frequently through briefings, emails, scenarios and supervision. Training will include current local thresholds and referral processes, child-on-child abuse, domestic abuse, exploitation, SEND, mental health, online harms and generative AI.

Training effectiveness will be checked through quizzes, scenarios, audits, pupil voice, case sampling and staff feedback rather than attendance records alone. Records of training and KCSIE declarations will be retained.

9. Recognising abuse, neglect and exploitation

Abuse, neglect and exploitation are rarely isolated and may overlap. Children may be harmed by adults or children, known or unknown to them, within or outside the family, in institutions or communities, and through technology. Staff will consider the child's full circumstances and extra-familial context.

The four broad categories are physical abuse, emotional abuse, sexual abuse and neglect. Staff will also be alert to exploitation, domestic abuse, modern slavery, harmful practices, radicalisation, serious violence, criminality, self-harm, online abuse and other issues described in KCSIE Part One.

Indicators are not proof and no checklist is exhaustive. Staff will respond to patterns, changes, injuries, words, behaviour, attendance, development, relationships, online activity and professional or parental information. They will avoid culturally or socio-economically stereotyped assumptions.

10. Responding to concerns and disclosures

Any concern about a child's welfare must be acted on immediately. Staff do not need proof. The child's safety takes priority over fear of damaging relationships or being mistaken.

Where there is immediate danger or urgent medical need, staff will call 999 and take reasonable steps to protect the child. A referral to iART will be made without delay where significant harm is suspected. Any staff member may refer directly.

The DSL will decide the appropriate response after considering local thresholds, but will not require an internal investigation before referral. If the DSL is unavailable, a deputy or the reporting member of staff will act. The DSL will be informed as soon as possible.

If children's social care does not respond within one working day, or the response does not address the concern, the referrer/DSL will follow up and use the local escalation/resolution procedure. The school will not allow professional disagreement to leave a child unsafe.

Parents will normally be informed and involved unless this may place the child or another person at increased risk, prejudice an investigation, lead to evidence being lost, or conflict with advice from children's social care or police. The reason for the decision will be recorded.

- listen calmly and take the child seriously;
- use open prompts only where clarification is essential, for example "Tell me what happened";
- do not promise confidentiality, investigate, confront anyone or ask the child to repeat the account unnecessarily;
- explain what will happen next in language the child understands;
- make an accurate, contemporaneous record using the child's words and distinguish fact, observation and opinion; and
- report immediately on CPOMS and speak directly to the DSL/deputy; an electronic alert alone is not sufficient for urgent concerns.

11. Community support, early help/Family Help and multi-agency working

The school will provide or connect families with support as soon as needs emerge. It will work within the current Cheshire West Continuum of Need and the local arrangements implementing Working Together 2026, including universal/community support and Family Help.

Where coordinated support is appropriate, the DSL or nominated practitioner may act as lead professional, contribute to assessment and planning, attend meetings, share relevant information and monitor impact. Support will be purposeful, time-limited and reviewed; lack of progress or increasing risk will lead to escalation.

Consent and family engagement will normally be sought for voluntary support. Consent is not required to share information or make a safeguarding referral where there is a lawful basis and sharing is necessary to protect a child.

The school will cooperate with children's social care, police, health, housing, early years providers and other agencies; allow lawful access; contribute to section 17 and section 47 assessments; and implement agreed plans.

12. Child-on-child abuse, sexual violence and harmful sexual behaviour

Child-on-child abuse may include bullying (including cyberbullying and prejudicial bullying), abuse in intimate relationships, physical abuse, sexual violence, sexual harassment, misogyny or misandry, consensual and non-consensual sharing of nudes and semi-nudes, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing, exploitation and abuse enabled by technology.

All reports will be taken seriously. The school will consider the needs and safety of the child who has been harmed, the child alleged to have caused harm, and other affected children. Language will remain neutral until facts are established; "victim" and "alleged perpetrator" may be used where appropriate, while recognising children's preferences.

The DSL will make an immediate safety assessment and determine whether iART, police or other agencies must be contacted. The school will not wait for a criminal or social-care

outcome before taking proportionate protective action. Where a crime may have been committed, the school will follow KCSIE Part Five and current police guidance.

A written risk and needs assessment will be completed and reviewed for sexual violence, serious sexual harassment, harmful sexual behaviour and other significant child-on-child abuse. It will address locations, supervision, online risk, transport, timetables, contact, support, reasonable adjustments and the views of the children involved. Any separation will be proportionate, regularly reviewed and will not automatically disadvantage the child who reported harm.

Children who display harmful behaviour will receive boundaries, education, assessment and support. Sanctions may be appropriate under the behaviour policy but will not replace safeguarding action. The school will avoid unnecessary criminalisation while never minimising serious or harmful conduct.

Preventive education will be age-appropriate and include consent, respectful relationships, body autonomy, correct anatomical vocabulary, online behaviour, prejudice, how to report and why sexual violence and harassment are always wrong.

13. Sharing nudes and semi-nudes

Any incident involving the creation, requesting, coercion, possession or sharing of nude or semi-nude images or videos of a child, including AI-generated, altered or deepfake content, is a safeguarding concern and must be reported immediately to the DSL.

Staff must not view, copy, print, save, forward, download or ask a child to send the imagery. The DSL will follow current UKCIS advice and may only decide that viewing is necessary in the exceptional circumstances described there. Devices will not be confiscated or searched beyond the school's lawful search policy and DSL/police advice.

The DSL will assess coercion, age, power imbalance, distribution, exploitation, blackmail, additional vulnerabilities and immediate safety; consider referrals to children's social care and police; support all affected children; and advise on removal/reporting routes such as Report Remove and the Internet Watch Foundation where appropriate. Parents will usually be involved unless doing so would increase risk.

14. Other specific safeguarding issues

14.1 Domestic abuse and Operation Encompass

Children may experience domestic abuse directly, witness it, hear it, experience its effects or use abusive behaviour themselves. Domestic abuse can be physical, emotional, sexual, economic or controlling/coercive and may occur between people aged 16 or over who are personally connected.

The DSL will act on notifications and disclosures, work with local services and implement safe support. Information will be shared only with staff who need it to safeguard and support the child.

14.2 Child sexual and criminal exploitation, county lines and modern slavery

Children may be coerced, controlled, manipulated or deceived into sexual or criminal activity, including by organised networks and through technology. Apparent consent, receipt of items or involvement in offending does not remove victim status. Children may be simultaneously harmed and used to harm others.

The DSL will consider iART, police, exploitation services and the National Referral Mechanism. Staff will recognise missing episodes, unexplained possessions, debt, threats, older associates, changes in wellbeing/attendance, transport across areas and online grooming as possible indicators without relying on a checklist.

14.3 Female genital mutilation and honour- or faith-based abuse

FGM is illegal and a form of child abuse. All concerns that a girl may be at risk or may have undergone FGM must be reported immediately to the DSL and referred through local safeguarding procedures.

A teacher who, in the course of professional duties, discovers that FGM appears to have been carried out on a girl under 18 has a personal statutory duty to report this to the police. The teacher should also inform the DSL and children's social care unless there is a good reason not to. Staff must never examine a child. Suspected risk, third-party information and concerns about an adult do not fall within the personal police-reporting duty but still require immediate safeguarding action.

Honour- or faith-based abuse may include forced marriage, FGM and other coercion. Indicators will be considered individually and in context; the school will not use stereotypes about ethnicity, religion, poverty or integration.

14.4 Forced marriage

A forced marriage is one entered without full and free consent. It is also an offence to cause a child under 18 to enter a marriage, whether or not coercion can be proved. Staff will not mediate with family members or contact them where this may increase risk. Concerns will be reported to the DSL and referred to iART/police/Forced Marriage Unit as advised.

14.5 Preventing radicalisation

The school will assess and manage the risk of children being drawn into terrorism, deliver an age-appropriate curriculum that builds resilience and critical thinking, maintain appropriate online controls, and ensure relevant staff complete Prevent training.

Concerns will be reported to the DSL, who will follow the current local Notice–Check–Share and referral process. A Prevent referral may be made without consent where necessary and

lawful; participation in Channel support is voluntary. Immediate threats or suspected offences will be reported to police.

14.6 Serious violence, weapons and child-to-parent/caregiver abuse

Staff will report indicators of serious violence, weapon possession, threats, stalking, abusive intimate relationships, financial exploitation or child-to-parent/caregiver abuse. The DSL will assess immediate safety and make police/social-care referrals as required. Searching and screening will follow current statutory guidance and the school's behaviour/search policy.

14.7 Mental health, self-harm and suicide

Mental health difficulties may be an indicator or consequence of abuse, neglect or exploitation. Staff do not diagnose. Any concern that also raises safeguarding risk, including self-harm, suicidal thoughts, eating difficulties or unsafe online communities, will be reported immediately to the DSL and emergency/health services contacted where necessary.

The school will use current local crisis and health pathways, involve parents unless unsafe, develop proportionate safety/support plans and continue educational and pastoral support.

14.8 Private fostering, homelessness and temporary accommodation

Private fostering arrangements and concerns about homelessness or temporary accommodation will be reported to the DSL. The school will notify/refer to the local authority as required and will not assume that a housing referral replaces a child-protection referral. Changes in address and living arrangements will be verified and recorded.

15. Children who may be particularly vulnerable

Any child can be harmed. Some children may face additional barriers to recognition, disclosure or access to support. The school will not lower expectations or attribute indicators automatically to disability, neurodiversity, mental health, culture, language or family circumstances.

Reasonable adjustments and communication support will be planned with the child, family and relevant professionals where appropriate. Staff will consider cumulative disadvantage and intersectionality.

- children with SEND, communication needs or medical conditions;
- children who are young carers, have a social worker, are looked after or previously looked after, or are in kinship care;
- children absent from education, missing from home/care, in alternative provision, homeless or living in temporary accommodation;
- children affected by domestic abuse, parental mental ill-health, substance misuse, imprisonment or family conflict;
- children at risk of exploitation, trafficking, modern slavery, radicalisation or serious violence;

- children who are lesbian, gay or bisexual, who are perceived to be, or who are questioning their gender; and
- children subject to racism, faith-based prejudice, misogyny, misandry, homophobia, biphobia, transphobia, ableism or other discrimination.

Where a child is questioning their gender, staff will respond sensitively and cautiously, focus on safeguarding and wellbeing, avoid promising confidentiality, consider parental involvement unless this may place the child at significant risk, make no clinical diagnosis, and seek DSL/professional advice. Decisions and reasons will be recorded and equality duties considered.

16. Online safety, filtering, monitoring, AI and personal devices

Online safety is a whole-school safeguarding responsibility. The school will address risks under the 4Cs: content, contact, conduct and commerce. This includes sexual and violent content, hate, misinformation, grooming, coercion, cyberbullying, scams, gambling-like features, livestreaming, location sharing, image manipulation and generative AI.

The governing body will ensure appropriate filtering and monitoring systems on school networks and devices. Roles will be documented. The senior leadership lead, DSL and IT support will review effectiveness at least once each academic year and after a significant incident or material system change. The review will cover all users, devices, locations, remote access, monitoring reports, blocked/allowed content, safeguarding response, SEND/EAL needs and AI-generated or personalised content. Findings, actions and completion will be recorded and reported to governors.

Filtering must not unreasonably restrict teaching, safeguarding searches or access for children with additional needs. Monitoring alerts will be triaged promptly under a written incident-response process. Staff will know how to report over-blocking, under-blocking, suspected circumvention or concerning searches.

Approved AI tools may be used only under the school's data-protection, curriculum and acceptable-use arrangements. Personal or special-category data, confidential safeguarding records and identifiable pupil information must not be entered into public AI systems unless expressly approved following data-protection and safeguarding assessment. AI output will never replace professional safeguarding judgement or be copied into referrals as if it were direct evidence.

The school will be mobile-phone-free by default during the school day. Pupils will not use personal phones or communication-enabled devices on site or on school activities except an individual, documented adjustment or emergency arrangement approved by the headteacher/DSL.

Staff use of personal devices and photography will follow the staff code of conduct and approved school systems.

The school will maintain cyber-security controls, incident plans, secure accounts, least-privilege access, multi-factor authentication where appropriate, updates, backups and staff awareness. A cyber incident affecting child safety or personal data will be managed jointly by safeguarding, IT and data-protection leads and reported externally where required.

17. Attendance, children absent from education and children missing education

Absence can be a warning sign of abuse, neglect, exploitation, mental-health difficulty, forced marriage, radicalisation, criminality or unsafe home circumstances. Attendance and safeguarding teams will share information promptly and consider patterns of repeated or prolonged absence, missing episodes, lateness, non-attendance on an agreed start date and unexplained changes.

The school will comply with the School Attendance (Pupil Registration) (England) Regulations 2024, Working Together to Improve School Attendance and current Children Missing Education statutory guidance. Detailed register grounds will be kept in the attendance/CME procedure rather than reproduced here.

Two or more emergency contacts will be sought where reasonably possible. The school will make required local-authority returns when pupils are added to or removed from the admission register outside standard transition points, carry out reasonable enquiries, verify destination information and never delete a pupil solely because their whereabouts are unknown without completing statutory processes.

Elective home education, part-time timetables, alternative provision and medical absence will be considered through safeguarding and SEND duties as well as attendance law. Parents will not be encouraged to remove a child to avoid safeguarding, attendance, SEND or exclusion processes.

18. Alternative provision, sport, clubs, visitors, contractors and premises

The school retains safeguarding responsibility for pupils placed in alternative provision. Before placement it will obtain written assurance of relevant checks and safeguarding arrangements, assess suitability, share necessary information, agree attendance reporting and emergency contacts, visit/review the placement and respond immediately to absence or concerns.

School sport, PE, changing, transport, one-to-one coaching, clubs, trips and residentials will be risk assessed and supervised in line with this policy, staff conduct expectations, equality law and educational-visits procedures. Children will have safe ways to report concerns. Adults will avoid unnecessary one-to-one isolation and unapproved transport or communication.

Visitors and speakers will be risk assessed, identified, briefed and supervised as appropriate. Their contribution will complement, not replace, the school's planned curriculum. Contractors

and agency staff will not begin unsupervised work until required checks/assurances are confirmed.

Where premises are hired or used by an outside organisation to provide activities for children, the school will obtain safeguarding assurances, include contractual requirements, provide reporting routes and follow KCSIE where an allegation relates to an incident occurring on the premises.

Access control, site security, intimate care, first aid, photography/CCTV, hazardous areas and emergency arrangements will be managed through linked procedures. Reception provision will comply with the EYFS safeguarding and welfare requirements in force.

19. Safer recruitment, suitability and the single central record

The school will follow KCSIE Part Three and local-authority HR procedures. At least one member of every recruitment panel will have completed safer-recruitment training.

Recruitment will include a safeguarding statement, application-form scrutiny, exploration of employment gaps, appropriate references obtained directly from referees, identity/right-to-work/qualification checks and an informed suitability decision.

Shortlisted candidates will be told that the school may carry out an online search as part of due diligence to identify publicly available information relevant to suitability. Searches will be proportionate, recorded and separated from protected-characteristic information not relevant to the decision.

Checks will include, as applicable, enhanced DBS, children's barred-list information for regulated activity, prohibition from teaching, section 128 directions for relevant management/governance roles, childcare disqualification, overseas checks and professional/qualification checks. No check alone replaces professional judgement.

The school will apply the regulated-activity rules in force at the appointment date. It will not rely on the former statutory supervision exemption once its removal under the Crime and Policing Act 2026 is commenced. No unchecked adult will be permitted unsupervised access to children.

For supply staff, contractors, trainees and agency workers, the school will obtain and retain written confirmation of required checks and identity, and will check the individual presenting is the person supplied. Alternative providers will provide equivalent written assurance.

The single central record will contain all information required for the school type and workforce. The headteacher/DSL and safeguarding governor will sample it at least termly; errors will be corrected immediately. Childcare-disqualification declarations and waivers will be held as confidential HR records, not appended to this public policy.

20. Allegations and low-level concerns about adults

All concerns about staff, supply staff, trainees, volunteers, contractors, governors or any adult working with children will be reported immediately. The school will distinguish concerns that may meet the harm threshold from low-level concerns, but uncertainty will be discussed with the LADO rather than resolved through an internal investigation.

The harm threshold may be met where an adult has behaved in a way that harmed 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 indicating they may pose a risk of harm; or behaved in a way indicating they may not be suitable to work with children, including transferable risk from conduct outside work.

Concerns about an adult other than the headteacher must be reported to the headteacher. Concerns about the headteacher must be reported to the chair of governors. Concerns about the chair will be reported through the current LADO/local-authority route. The case manager will contact the LADO within one working day where the threshold may be met and before questioning witnesses or starting an investigation.

A low-level concern is any concern, no matter how small and even if no more than a sense of unease, that an adult may have acted inconsistently with the staff code of conduct but the harm threshold is not met. It may arise from conduct inside or outside work, including over-familiarity, favouritism, humiliating children, unapproved private communication or photographing children contrary to policy. Staff may self-refer. Low-level concerns will be reported to the headteacher, recorded securely, reviewed for patterns and addressed proportionately. Concerns about the headteacher go to the chair.

Supply agencies, employers and training providers will be involved appropriately, but the school will take the lead in safeguarding children and establishing the facts with LADO advice. The school will not simply stop using a person without considering referral duties and a fair process. Suspension is a neutral measure and will not be automatic.

On conclusion, the school will make required referrals to the DBS and, where applicable, the Teaching Regulation Agency. Records, references, confidentiality and support for the child and adult will follow KCSIE, employment law, data protection and local HR/LADO advice.

21. Whistleblowing and safeguarding-practice concerns

All staff must raise concerns about unsafe practice, poor culture, failures to act, inappropriate pressure, record manipulation or breaches of this policy. Concerns should normally be raised with the headteacher or chair of governors and under the whistleblowing policy.

No person will suffer detriment for raising a genuine safeguarding concern in good faith. Where staff feel unable to raise a concern internally or believe it has not been addressed,

they may contact the local authority, Ofsted where applicable, or the NSPCC Whistleblowing Advice Line on 0800 028 0285.

22. Information sharing, confidentiality and records

The school will share information lawfully, proportionately, accurately, securely and in a timely way. The Data Protection Act 2018, UK GDPR as amended and Data (Use and Access) Act 2025 do not prevent sharing for safeguarding. The most important consideration is whether sharing is likely to help safeguard and protect a child.

Consent is not required where another lawful basis applies. Staff will be open with families about sharing unless this is unsafe or inappropriate. The DSL will record what was shared, with whom, why, the lawful safeguarding purpose and any decision not to share. Advice will be sought from the data protection officer without delaying urgent protection.

All concerns, discussions, decisions, referrals, outcomes and reasons will be recorded promptly on CPOMS. Records will be factual, dated, timed and attributable; use the child's own words; identify risks and protective action; and distinguish observation, information and professional opinion. Child-protection records will be separate from the general education record, access controlled and retained under the approved retention schedule.

When a child transfers, the DSL will transfer the child-protection file securely and separately from the main file as soon as possible: within five days for an in-year transfer or within the first five days of a new term, in line with KCSIE 2026. The receiving DSL will be notified of urgent risks in advance where necessary, and receipt will be confirmed. Relevant historical context and a summary will be included; the transferring school will retain an appropriate record of transfer.

Information will be shared internally only with staff who need it to safeguard or support the child. Confidentiality cannot be guaranteed where a child or another person may be at risk. Staff must not discuss cases in public, use personal accounts/devices or retain unofficial notes.

23. Complaints, monitoring, quality assurance and review

Complaints about the school's safeguarding response will be handled under the complaints policy unless a statutory or safeguarding process takes precedence. A complaint must not delay a referral, LADO consultation, police action or protective measure. Parents will be told how to escalate concerns, subject to confidentiality.

The DSL and headteacher will monitor implementation continuously. The safeguarding governor will undertake termly assurance. Evidence will include referral timeliness, CPOMS quality, training impact, pupil voice, attendance patterns, child-on-child incidents, online-safety reports, low-level concerns, safer recruitment/SCR checks, alternative provision, filtering/monitoring reviews, complaints and action from audits or reviews.

The governing body will review this policy at least annually and earlier where national/local guidance changes, an incident or review identifies learning, school arrangements change, or monitoring identifies weakness. Staff will be given an opportunity to contribute. The approved policy will be published on the school website and available free in accessible formats.

24. Appendix 1: Immediate contacts

IMMEDIATE DANGER / SERIOUS INJURY: call 999. CHILD WELFARE CONCERN: speak directly to the DSL/deputy and record on CPOMS. If they are unavailable or delay would place a child at risk, contact iART/EDT or police directly and then inform the DSL.

- iART: 0300 123 7047; i-ART@cheshirewestandchester.gov.uk. Mon–Thu 8.30am–5pm; Fri 8.30am–4.30pm.
- EDT: 01244 977277; EDT2@cheshirewestandchester.gov.uk. Call for urgent out-of-hours concerns; email is not continuously monitored.
- Police: 999 emergency; 101 non-emergency.
- LADO: 01513566587
- DSL/deputies/chair/safeguarding governor: see section 4 and school safeguarding posters.
- Local escalation/resolution procedure:

25. Appendix 2: Staff response to a concern or disclosure

1. Ensure immediate safety; call 999 where required.
2. Listen; remain calm; believe and reassure the child that they did the right thing by speaking.
3. Do not promise secrecy, investigate, ask leading questions, confront anyone or ask for an image.
4. Explain that information will be shared with people who can help.
5. Record promptly and accurately on CPOMS using the child's words.
6. Speak directly to the DSL/deputy immediately. Do not rely only on an electronic alert.
7. If no DSL/deputy is available and delay may increase risk, refer directly to iART/EDT/police.
8. Follow up if no response is received within one working day or the response is inadequate.
9. Continue to support the child and maintain appropriate confidentiality.

26. Appendix 3: Concerns about adults

- 1.** Concern about staff/volunteer/supply/contractor/trainee: report to headteacher immediately.
- 2.** Concern about headteacher: report to chair of governors immediately.
- 3.** Concern about chair: contact LADO/current local route immediately.
- 4.** Possible harm threshold: case manager consults LADO within one working day and before investigation.
- 5.** Low-level concern: record and report to headteacher (or chair for headteacher); review patterns and take proportionate action.
- 6.** Immediate crime or danger: call police/999 and protect children.
- 7.** Consider agency/provider, DBS, TRA, HR and children's social care referrals; do not assume resignation or cessation ends the process.

27. Appendix 4: Child-on-child safeguarding response

- 1.** Receive the report calmly and protect the child from immediate harm.
- 2.** Inform the DSL immediately; record words and facts accurately.
- 3.** Consider iART/police/health referral and evidence-preservation advice.
- 4.** Complete and record a child-centred risk and needs assessment.
- 5.** Plan support for the child harmed, child alleged to have caused harm and other affected children.
- 6.** Agree proportionate safety arrangements; avoid automatically burdening the child who reported.
- 7.** Coordinate safeguarding and behaviour responses; do not allow sanctions to replace support/referral.
- 8.** Communicate with parents unless unsafe or contrary to agency advice.
- 9.** Review risk, attendance, wellbeing, online impact, curriculum needs and arrangements regularly.
- 10.** Record decisions, rationale, outcomes and the child's wishes.

28. Appendix 5: Linked policies and procedures

- Staff code of conduct and safer working practice;
- Allegations against adults and low-level concerns procedure [may be incorporated here if the separate document is withdrawn];
- Safer recruitment and single central record procedure;
- Behaviour, anti-bullying, physical intervention/searching and exclusions;
- Attendance, children missing education, elective home education and part-time timetable procedures;
- Online safety, acceptable use, filtering and monitoring, cyber security, data protection, photography/CCTV and personal devices;
- RSE/PSHE and curriculum safeguarding;
- SEND, equality, accessibility, intimate care, medical needs, first aid and mental health;
- Looked-after and previously looked-after children;
- Educational visits, transport, sport, clubs, visitors, speakers, lettings and alternative provision;
- Whistleblowing, complaints, grievance and disciplinary procedures; and
- Business continuity, emergency/critical incident and site security.

Staff Disqualification Declaration

Name of school:	
Name of staff member:	Position:
Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
Any offence against or involving a child?	
Any violent or sexual offence against an adult?	
Any offence under The Sexual Offences Act 2003?	
Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.	

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

Print name:

Date:

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made

A staff member identifies a concern or potential concern. Is the pupil at immediate risk of harm?

N

Is the DSL or the deputy DSL available to discuss the concern with?

Y

The staff member discusses the concern with the DSL. Taking into account observations and using professional judgement, is a referral required?

Y

The DSL makes a referral to children's social care services (CSCS), keeping the staff member who raised the concern up-to-date with what action is taken.

N

The pupil continues to be monitored and early help is provided where necessary. If the concern escalates, a referral is made to the children's social care services (CSCS).

Y

The staff member immediately notifies the police of the situation and informs the DSL.

N

The staff member makes a referral to children's social care services (CSCS), notifying the DSL of this as soon as possible.

Within one working day, a social worker from children's social care services (CSCS) will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.

The steps outlined in the next flowchart are then followed.

After a referral is made

Once a referral has been made, a social worker from children's social care services (CSCS) will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the 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.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. **This is the procedure where police forces are part of [Operation Encompass](#)**

The DSL will provide support according to the child's needs and update records about their circumstances.