Safeguarding and Child Protection Policy

2025/26

GREAT SCHOOLS TRUST

KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Document Control

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Summary of Changes to policy 2025-26

Version	Date	Page	Author	Summary of Changes
3.0	01.09.25	All	S. Panter	Keeping Children safe in education 2024 changed to new policy (DFE 2025) throughout the document
3.0	01.09.25	All	S. Panter	The new term of Early/Family help added throughout the document
3.0	01.09.25	6	S. Panter	Glossary of safeguarding terms and acronyms reviewed and revised
3.0	01.09.25	9	S. Panter	New government recommended sexually harmful resources added to strengthen staff knowledge and offer key resources in this area
3.0	01.09.25	9	S. Panter	Additional two areas added to policy aims to highlight the importance of parental engagement and robust safeguarding training
3.0	01.09.25	10	S. Panter	Additional considerations added in key principles to ensure schools consider all aspects of safeguarding and early help as noted in DFE 2025
3.0	01.09.25	11	S. Panter	New and updated link added for Part one of KCSIE 2025 for staff to read
3.0	01.09.25	12	S. Panter	Additional information added of online risks associated with prevent and radicalisation – Responsibility of school to monitor this.
3.0	01.09.25	13	S. Panter	New paragraph added – advice to staff section – Online risks and SEND New link added for schools to refer to prevent – previous link outdated
3.0	01.09.25	14	S. Panter	Female genital mutilation (FGM) responsibilities added
3.0	01.09.25	14	S. Panter	New DFE Early years and foundations policy link added
3.0	01.09.25	14-15	S. Panter	Additional vulnerabilities in children added in the equality section – as per recommendations in KCSIE 2025
3.0	01.09.25	16-17	S. Panter	All links to associated and supported policies reviewed to ensure accuracy – all new links to latest polices or updates added.
3.0	01.09.25	18	S. Panter	Roles and responsibilities reviewed and new key roles added for schools to ensure this is listed within policy
3.0	01.09.25	18-21	S. Panter	Significant review and revision of key school stakeholder roles – including: Principal, Trustees, Governors and all staff and volunteers
3.0	01.09.25	22	S. Panter	Significant review and revision of the role of the DSL in line with KCSIE
3.0	01.09.25	25	S. Panter	Review and revision of the availability of the DSL and Deputy in schools and clarity on the role of the DSL in line with changes to KCSIE 2025
3.0	01.09.25	26	S. Panter	Review and revision of safeguarding training expectations for key people
3.0	01.09.25	29-30	S. Panter	Review and revision of GDPR, file management, Data protection retention, transfer and confidentiality expectations – New NSPCC link
3.0	01.09.25	31-33	S. Panter	Significant revision of managing allegations and LADO expectations
3.0	01.09.25	33-34	S. Panter	New summary of expectations when dealing with child in child abuse
3.0	01.09.25	35-36	S. Panter	New summary of DSL wide range of specific risks and vulnerabilities
3.0	01.09.25	37-38	S. Panter	New section – Online risk, AI generated content, misinformation and key government document links to support DSLs in this emerging area
3.0	01.09.25	39-40	S. Panter	Revised section on the importance and attendance in safeguarding
3.0	01.09.25	41	S. Panter	RHSE and gender questioning paragraph with DFE document link
3.0	01.09.25	41-42	S. Panter	Revised – Attending offsite and alternative provision with key DFE links
3.0	01.09.25	43	S. Panter	New NSPCC link to recommended whistleblowing support website
3.0	01.09.25	43	S. Panter	Revised section on Contextual safeguarding considering KCSIE changes
3.0	01.09.25	44	S. Panter	All key proactive and contextual safeguarding documents and links reviewed and replaced for accuracy with most up to date DFE policies
3.0	01.09.25	44-45	S. Panter	Revised and changed monitoring and quality assurance section with examples completed to ensure all key staff are aware
3.0	01.09.25		S. Panter	New Local safeguarding partnership section - links to GST schools local authorities safeguarding partnerships that shows collaborative working

Contents

Glossary of Safeguarding Acronyms and Terms (Revised and extended)

- **Child** – Any pupil under the age of 18.
- **DSL** – Designated Safeguarding Lead.
- **DDSL** – Deputy Designated Safeguarding Lead.
- **SENDCo** – Special Educational Needs and Disabilities Coordinator.
- **DT** – Designated Teacher for Looked After and previously Looked After Children.
- **PSHE** – Personal, Social, Health and Economic Education.
- **RSHE** – Relationships, Sex and Health Education.
- **CSC** – Children's Social Care
- **KCSIE** – *Keeping Children Safe in Education* (DfE statutory guidance, updated annually).
- **WTSC** – *Working Together to Safeguard Children* (statutory multi-agency guidance).
- **SCR** – Single Central Record (checks on staff and adults working in school).
- **DBS** – Disclosure and Barring Service (criminal record and suitability checks).
- **LADO** – Local Authority Designated Officer (manages allegations against adults working with children).
- **MASH** – Multi-Agency Safeguarding Hub (where agencies share information and coordinate responses).
- **Early Help** – Targeted support offered to children and families at risk of escalating problems, before statutory intervention.
- **EHA** – Early Help Assessment (tool to identify needs and coordinate support).
- **CP** – Child Protection (specific safeguarding measures when a child is at risk of significant harm).
- **CIN** – Child in Need (children who require support under Section 17 of the Children Act 1989).
- **CP Plan** – Child Protection Plan (formal plan for a child at risk of significant harm).
- **LAC** – Looked After Child (in care of the local authority).
- **PLAC** – Previously Looked After Child.
- **FGM** – Female Genital Mutilation (a form of child abuse and violence against women/girls).
- **CSE** – Child Sexual Exploitation.
- **CCE** – Child Criminal Exploitation.
- **County Lines** – Criminal exploitation of children and young people by organised crime groups to transport drugs, money, or weapons.
- **Prevent** – Part of the Government's counter-terrorism strategy to protect individuals from radicalisation or extremism.
- **Operation Encompass** – A national scheme that shares police information with schools about children affected by domestic abuse incidents.
- **Contextual Safeguarding** – Recognising that risks to children can occur outside the home (e.g. peer groups, online, neighbourhoods).
- **Serious Case Review / Child Safeguarding Practice Review** – Conducted when a child suffers serious harm or death due to abuse or neglect, to learn lessons and improve safeguarding systems.
- **Virtual School Head (VSH)** – A statutory role responsible for promoting the education of looked-after children, children with a social worker, and those in kinship care.
- **Online Safety Act 2025** – New legislation requiring platforms to take stronger measures to protect children online, including age assurance.

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Introduction

King's Northway Primary Academy and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175 / 157 of the Education Act 2002 / Education (Independent School Standards) Regulations 2014.

Our school will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff or volunteer. Staff and volunteers will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse and neglect by having procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

2. Child Protection Statement

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'*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 professionals 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.*' (DFE 2025) Keeping children safe in education 2025

3. Definitions

Child:
A child includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Child Protection:
Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Safeguarding Children:
Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes Providing help and support to meet the needs of children as soon as problems emerge, this is within or outside the home, including online' (DfE 2025)

Abuse:
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those 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 another child or children.

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 persistent 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 not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

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 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 care-givers)
- ensure access to appropriate medical care or treatment

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

Sexual Abuse:
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative

acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

New Support Resources: Shore Space & CSA Centre

School is aware of new DFE recommended resources supporting childhood abuse and sexually harmful behaviour and associated safeguarding practices. *Shore Space* provides guidance and resources for supporting young people affected by harmful sexual behaviour. The *Centre of expertise on Child Sexual Abuse (CSA Centre)* offers tools, research and resources for professionals to recognise and respond effectively to child sexual abuse. The school DSL's ensures staff are aware of these supports and embed them into training and practice.

- **Shore Space (Harmful Sexual Behaviour Hub)**: https://shorespace.org.uk/
- **CSA Centre – Child Sexual Abuse Resources**: https://www.csacentre.org.uk/

Further information regarding the signs and indicators of abuse are set out in the DfE guidance *Keeping Children Safe in Education 2025*. This includes, amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, child-on-child abuse, Sexual Violence and Sexual Harassment (including sexting and other related issues), Vulnerabilities to Extremism, and Children Missing Education. The guidance also provides updated advice on contextual safeguarding, the impact of online harms and grooming, the importance of recognising cumulative risk factors in families, and the need to identify hidden harm such as neglect, fabricated or induced illness, and children living with domestic abuse. In addition, it highlights the particular vulnerabilities of children with SEND, looked after and previously vulnerable , those in kinship care, and children with a social worker, reinforcing the duty on schools to maintain vigilance and ensure safeguarding systems respond effectively to the full range of risks that children may face.

4. Policy Aims

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school's practice meets local and national guidance and all statutory requirements are in place
- To ensure safeguarding is embedded in the culture of the school, with regular training, supervision and reflection to support staff confidence and consistency
- To ensure that partnership working with parents, carers, and external agencies is effective so that children receive the right help, at the right time, from the right people

5. Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2025) reminds us that all staff should maintain an attitude of "*it could happen here*" where safeguarding is concerned.

- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. *Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.*' (DfE 2025)
- All staff should be aware of the early/family help processes and referral pathways and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Staff should now also be alert to any child who:
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges or in alternative provision or a pupil referral unit
- has a parent or carer in custody (previously described as a 'family member in prison'), or is affected by parental offending
- is frequently missing/goes missing from education, home or care
- is living in a home environment where there is domestic abuse, substance misuse, or adult mental health concerns
- is known to be, or at risk of being, exploited through child criminal exploitation (including county lines) or child sexual exploitation
- is vulnerable to serious violence or gang association, including being drawn into carrying weapons
- is vulnerable to radicalisation or extremism, including online influence
- shows signs of online harm such as exposure to harmful content, grooming, or coercion
- has additional vulnerabilities due to SEND, disabilities or communication needs that may make it harder for them to disclose abuse
- is looked after, previously looked after, in kinship care or has a social worker, recognising the extended duty to these groups
- may be experiencing hidden forms of harm such as fabricated or induced illness, neglect, or honour-based abuse (including forced marriage and FGM)

- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.' (DFE 2025)

- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead, or in their absence the deputy designated safeguarding lead(s) or other senior member of staff. This should be done both verbally and in writing on CPOMS, using the agreed format. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.

Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to

safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children*.' Working Together to Safeguard Children (DfE 2023) Working together to safeguard children - GOV.UK

- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.
- The school will ensure that the voice of the child is central to safeguarding practice, with children listened to and taken seriously.
- The school will ensure that safeguarding is embedded in the curriculum, including RSHE, online safety and awareness of contextual risks.
- The school will provide appropriate training, supervision and support for staff to recognise, report and respond to concerns consistently.
- The school will maintain accurate, secure and up-to-date safeguarding records (including CPOMS) and share information appropriately.
- The school will ensure early identification of need and provide timely Early Help to prevent escalation to statutory intervention.
- The school will work closely with parents and carers, offering support while maintaining a child-centred focus where safeguarding concerns arise.
- The school will ensure safer recruitment procedures are followed and that all adults working with children are suitable.
- The school will regularly audit safeguarding practice and act on findings to ensure continuous improvement.

6. Legislation and Guidance

Schools and colleges must have regard for the DfE statutory guidance '**Keeping Children Safe in Education** (DfE 2025).

This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least Part 1 and Annex B of this guidance.
https://assets.publishing.service.gov.uk/media/686b951610d550c668de3b8f/Keeping_children_safe_in_education_2025_part_one_.pdf

Local authorities have a duty to make enquiries under **section 47** of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the **Children Act 1989** as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under **section 17** of the Children Act 1989.

Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under **section 157** of the same Act.

[Working Together to Safeguard Children](#) (DfE 2023) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

> Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'*Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years*.' DFE 2023

The school therefore understands its responsibility to engage with other professionals in Early/Family Help Assessments when a child's needs according to the Local Safeguarding Children Partnership's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

Radicalisation and Terrorism

The Counter-Terrorism and Security Act 2015 places a duty on schools and childcare providers to have due regard to preventing people from being drawn into terrorism. Statutory guidance (*The Prevent Duty*, DfE 2015) sets out four core themes: risk assessment, partnership working, staff training, and IT policies. Our school will ensure staff are trained to recognise indicators of extremism and radicalisation and know how to respond in line with local and national procedures, including referral to Children's Services or the Channel programme where appropriate. Children will also be educated about the risks and the support available to them. Robust filtering and monitoring systems will protect pupils from extremist material online. The Government's *Educate Against Hate* website provides further guidance and resources for schools and parents. Given Liverpool is a priority area, schools can also access additional advice, guidance and training from the Local Authority's Prevent Coordinator or Prevent Education Officer.

- 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. For people who are susceptible to radicalisation into terrorism. 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.
- There is [new definition of extremism](#) available that schools should refer to when considering completing a prevent referral
- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too)
- Consider the process for making a referral where required If you require further support or information, contact the Education Safeguarding Team or the Liverpool/Bolton/Sefton/Warrington - Prevent Team on (insert number)
- Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of](#)

[radicalisation in your education setting - GOV.UK (www.gov.uk)](www.gov.uk) and
https://www.gov.uk/guidance/making-a-referral-to-prevent

Advice for school staff

- Staff should be aware that vulnerabilities to radicalisation can intersect with other safeguarding risks such as criminal exploitation, online harm, mental health needs, or experiences of exclusion.
- Online spaces, gaming platforms and social media continue to be key environments where extremist content and narratives are shared; staff should remain vigilant to changes in online behaviour.
- Schools should ensure Prevent awareness is embedded into safeguarding training for all staff, with regular refreshers and clear referral pathways.
- Children with SEND, those experiencing isolation, or those with additional vulnerabilities may be at increased risk of grooming into extremist or radical groups.
- Schools should ensure the Prevent Duty is reflected in safeguarding policies, the curriculum (including RSHE), and through promoting resilience, critical thinking, and safe debate.
- All concerns or referrals should be recorded securely on the school's safeguarding system (e.g. CPOMS) and monitored to ensure timely follow-up.

National Prevent Referral processes

[Making a referral to Prevent - GOV.UK](#)

Female genital mutilation (FGM)

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

'Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve 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.' DFE 2025

The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have in safeguarding children from [Forced Marriage.](#) The Forced Marriage Unit has published [Multi-agency statutory guidance,](#) with pages 79-84 focusing on the role of schools and colleges. The school is clear that when it comes to the marriage of a child, the distinction between a forced marriage and an arranged marriage does not exist. Following the [Marriage and Civil Partnership (Minimum Age) Act 2022,](#) [which](#) came into force in February 2023, it is an offence to engage in any conduct for the purpose of causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. Such a marriage is deemed a

forced marriage. (The same legislation also provides that the minimum age at which one can legally marry or enter into a civil partnership in England and Wales is 18.) School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Female Genital Mutilation: The Mandatory Reporting Duty – Advice for schools

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18**, must speak to the DSL and follow our local safeguarding procedures.

Childcare

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the Early years foundation stage (EYFS) statutory framework - GOV.UK

All schools with pupils aged under 8 add:

The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.

All early years providers add:

This policy also meets requirements relating to safeguarding and welfare in the Early years foundation stage (EYFS) statutory framework - GOV.UK

The **Teachers' Standards** (DfE 2013, updated 2021) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The **Human Rights Act 1998** sets out fundamental rights and freedoms that everyone is entitled to and contains the Articles and protocols of the **European Convention on Human Rights** that are deemed to

apply within the UK. It compels public organisations to protect and respect an individual's human rights when they make decisions about them. Under the human Rights Act it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination.
- Protocol 1, Article 2: protects the right to education
- We recognise that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Schools and colleges also have obligations under the **Equality Act 2010** whereby schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Whilst all of the above protections are important, in the context of safeguarding, Keeping Children Safe in Education, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at **Equality Act 2010: advice for schools**.

Equality

We give special consideration to children who:

- are disabled or have certain health conditions and have specific additional needs.
- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- are frequently missing/goes missing from education, home or care.
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- are at risk of being radicalised or exploited.
- have a parent or carer in custody or is affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- are misusing alcohol and other drugs themselves.
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- are a privately fostered child.
- are looked after, previously looked after, or living in kinship care arrangements.
- have or have had a social worker, recognising their increased vulnerability to harm and poor outcomes.
- are asylum-seeking or refugee children, or have recently arrived in the UK with uncertain immigration status.

- are from families with insecure housing, homelessness, or significant financial hardship.

- are experiencing neglect, fabricated or induced illness, or other hidden forms of harm.
- identify as LGBTQ+ and may face additional barriers, discrimination, or family rejection.
- are experiencing online harms, including grooming, coercion, or exposure to harmful or extremist content.
- are involved in or affected by bullying, peer-on-peer abuse, or serious youth violence.
- are living in households where coercive or controlling behaviour is present. Have communication barriers (e.g. English as an Additional Language or speech and language needs) that may make disclosure more difficult.
- are persistently absent from education or experiencing barriers to regular attendance.
- are impacted by bereavement or significant loss.

In addition, the **Public Sector Equality Duty** places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. Further information can be found in the document **Technical Guidance on Public Sector Equality Duty: England**.

The school and this policy also takes account of additional guidance including:
- **CSE Definition and guidance for practitioners** DFE 2017
- **Criminal Exploitation of children and vulnerable adults: County Lines Guidance** DFE 2017
- **Disqualification under the Childcare Act** DFE 2006
- **Information sharing advice for safeguarding practitioners - GOV.UK** 2024
- **The Prevent Duty - Departmental advice for schools and childcare providers** DFE 2015
- **How social media is used to encourage travel to Syria and Iraq** DFE 2015 (Briefing note for schools)
- The **Ofsted School Inspection Handbook** and Ofsted guidance: **Inspecting safeguarding in early years, education and skills Ofsted handbooks and frameworks - GOV.UK**
- **What to do if you are worried a child is being abused: Advice for practitioners** DFE 2015
- **Sharing nudes and semi-nudes: advice for education settings working with children and young people** DDCMS 2024
- **Serious Violence Duty: statutory guidance** Home Office 2022
- **Domestic Abuse: statutory guidance** Home Office 2022
- **Working together to improve school attendance** DFE 2022
- **Searching, screening and confiscation: advice for schools** DFE 2022
- Other DFE statutory guidance including: online safety and children who go missing from home or care is found here: **https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children**
- **Further key and useful policies- Children's social care: national framework - GOV.UK**

- **Sharing nudes and semi-nudes: advice for education settings working with children and young people** DDCMS / UKCIS 2020
- **Serious Violence Duty: statutory guidance** Home Office 2022
- **Domestic Abuse: statutory guidance** Home Office 2022
- **Working together to improve school attendance** DFE 2022
- **Searching, screening and confiscation: advice for schools** 2022 DFE 2022
- Other DFE statutory guidance including: online safety and children who go missing from home or care is found here: **https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children**

7. Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a 'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'

The following statement is provided to parents/carers so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to identify risky, unsafe or problematic situations, how and when to seek help, how to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom. Further information for school stakeholders is displayed at key points around the school including high traffic areas where students are able to access this information.

Visitors to School

All visitors must sign in on arrival and be issued with an appropriate visitor badge, lanyard, or sticker, in line with the school's signing-in arrangements. They will also be provided with a School Information Leaflet outlining child protection and safeguarding procedures, including how to report concerns about a child, young person, or adult in school. Visitor identification must be worn and visible at all times.

Staff are responsible for ensuring that visitors are appropriately supervised while on site. Where visitors are working in school regularly or unsupervised, the requisite safeguarding and pre-employment checks must be completed in accordance with Part 3 of *Keeping Children Safe in Education (2025)*.

Contractors and agency staff must also follow the school's signing-in procedures and comply with safeguarding requirements set out in commissioning agreements and school policy.

9. Roles and responsibilities

- The principal is:
- The Chair of Governors is:

- The Designated Safeguarding Lead for Child Protection is:
- The Deputy Safeguarding lead is:
- Those trained to provide cover for the role of Designated Safeguarding Lead are:
- The Designated Teacher for Looked-after Children is:
- The nominated Link Safeguarding / Child Protection Governor is:
- The nominated governor for dealing with allegations against the principal is:
- The Senior Mental Health Lead is:
- The SENDCo (Special Educational Needs and Disabilities Coordinator) is:
- The Attendance Lead is:
- The Online Safety/ICT Lead is:
- The Prevent Lead (if separate from DSL) is:
- The Young Carers Champion is:
- The Wellbeing / Pastoral Lead is:
- The Safeguarding Link from the Central Trust Team is: Steven Panter (Head of Safeguarding)

GST School should include how to contact each identified person

All staff

All staff and volunteers share responsibility for creating and maintaining a safe learning environment and must maintain the professional belief that *"it could happen here."*

They are required to read and understand, as a minimum, Part 1 and Annex B of *Keeping Children Safe in Education 2025* and participate in regular safeguarding training. This training should equip them to recognise children who may need early help, who are suffering or likely to suffer significant harm, or who present with specific safeguarding risks such as fabricated or induced illness, faith abuse, drug or alcohol misuse, truanting, sexting, or child-on-child abuse. Staff must know how to respond proportionately and report concerns without delay.

Staff are also expected to read Section 1 of the School Safeguarding Handbook to deepen their knowledge of procedures, indicators of risk, and the school's safeguarding processes.

While any child may benefit from early help, staff should be particularly alert to children who are disabled or have health conditions, have SEND or mental health needs, are young carers, are persistently absent from education, are at risk of exploitation (including criminal exploitation, county lines, serious violence, modern slavery, trafficking, radicalisation, or honour-based abuse), are missing from education, home or care, or who are affected by parental offending, including having a parent in prison.

Staff should also give heightened consideration to children who are in families facing challenges such as domestic abuse, parental substance misuse, or adult mental health issues; children who are themselves misusing drugs or alcohol; children returning home from care; privately fostered children; and those showing early signs of abuse, neglect, or disengagement.

All staff should also:
Be alert to the fact that safeguarding incidents and harmful behaviours may originate outside of the school environment and can involve peer groups, neighbourhoods, or online spaces. Children may be at risk of abuse or exploitation beyond their family home, known as extra-familial harm. This can take many forms, including sexual exploitation, criminal exploitation, serious youth violence, gang association, and risks linked to online activity. Staff must remain vigilant to how these external factors may intersect and place children at risk.

Recognise that mental health concerns can, in some cases, be indicators of abuse, neglect, or exploitation. Because staff observe children daily, they are in a unique position to identify emerging difficulties, behavioural changes, or indicators of distress that may point to underlying safeguarding concerns. Prompt action and referral are expected where there are concerns.

Understand that adverse childhood experiences (ACEs), including abuse, neglect, and trauma, can have a profound and lasting impact on a child's mental health, behaviour, relationships, and educational outcomes. Staff should be aware of these longer-term implications and respond with sensitivity, ensuring support and adjustments are in place where needed.

Accept that preventing and responding to sexual harassment, online abuse, and sexual violence between children requires a proactive, whole-school approach. Staff should work on the assumption that such issues may be occurring and ensure they are addressed openly through education, safeguarding responses, and a clear culture of respect. Staff must understand how to respond appropriately to disclosures or reports, following school procedures.
Challenge all forms of derogatory, discriminatory, or sexualised language and behaviour. Staff must actively model and reinforce respectful behaviour, ensuring that the school environment is inclusive, safe, and free from harassment or intimidation.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff must when reporting concerns:

All staff (and volunteers) must:
- Report any concern about a child's welfare without delay to the DSL, DDSL, or in their absence a senior member of staff, and ensure concerns are recorded promptly using the school's agreed system (e.g. CPOMS/child welfare form). Records must distinguish fact from opinion and clearly reflect the child's voice.
- Keep safeguarding information confidential and share only with designated staff. Understand that any member of staff can make a referral to Children's Services if needed and must escalate concerns if a child remains at risk or insufficient action has been taken.
- Personally report to the police if they discover that FGM has been carried out, and remain alert to child-on-child abuse in all its forms.
- Raise any safeguarding concerns about adults' behaviour, including low-level concerns, to the Principal, DSL, Chair of Governors, or Local Authority Designated Officer (LADO) as appropriate. Staff should also self-report if they find themselves in a situation that could be misinterpreted or falls below expected conduct.
- Follow the school's safeguarding and child protection policies, staff code of conduct, and the *Guidance for Safer Working Practice (2022)*. Be mindful that their own behaviour, relationships, or personal circumstances (including cautions, convictions, or disqualification under the Childcare Act 2006) may impact on their role and must be disclosed to the Principal.
- Recognise that children with SEND, disabilities, or certain health conditions may face additional safeguarding challenges such as communication barriers, assumptions about behaviours, and increased vulnerability to bullying or exploitation. Staff should actively address these barriers and respond to concerns with curiosity and sensitivity.

- Access and follow procedures for managing allegations, whistleblowing, and statutory guidance (including *What to do if you are worried a child is being abused, 2015*). Staff can also contact the NSPCC whistleblowing helpline (0800 028 0285 / help@nspcc.org.uk) for external advice.
- Understand that failure to follow safeguarding procedures will result in formal investigation by the school.

Trust Board and Local Academy Council
The Great Schools Trust Board and Local Academy Council should ensure that:

- The school meets all statutory safeguarding responsibilities set out in Keeping Children Safe in Education (DfE 2025) and Working Together to Safeguard Children (DfE 2023).
- The school has a clear strategy for providing early/Family help in partnership with other agencies and supports children and families through timely assessments, drawing upon the Local Safeguarding Children Partnership (LSCP) Responding to Needs Framework.
- The child protection policy is reviewed at least annually (or sooner if statutory guidance changes) by the Trust Board and is accessible to parents and carers, usually via the school's website.
- The Designated Safeguarding Lead (DSL) is a member of the school's leadership team, is properly supported, and has sufficient time, funding, and training to fulfil their role effectively.
- All staff, including governors, trustees, and volunteers, receive appropriate safeguarding and child protection training, with regular updates in line with statutory guidance.
- Safeguarding is a standing agenda item in Trust Board and Local Academy Council meetings, with regular reports from the Principal and DSL on safeguarding culture, casework, training, and compliance.
- Appropriate safer recruitment processes are in place, including pre-employment checks, and at least one member of every recruitment panel has completed safer recruitment training.
- Allegations against staff and safeguarding concerns about adults are managed in line with statutory guidance and with oversight from the Local Authority Designated Officer (LADO).
- The school has robust systems for ensuring online safety, including filtering, monitoring, and staff/student awareness, in line with statutory expectations and the Online Safety Act 2025.
- Children's voices are actively sought and used to inform safeguarding practice and culture.
- The safeguarding curriculum (including RSHE) equips children to keep themselves safe, both online and offline.
- The Trust has clear processes for escalation, whistleblowing, and oversight of safeguarding audits to ensure accountability and continuous improvement across all academies.

Governance and Leadership Safeguarding Responsibilities
- All adults in school follow the code of conduct and *Guidance for Safer Working Practice (2022)*.
- School practice is reviewed against Local Authority and LSCP guidance, with actions from the Section 175 Audit completed.
- A named DSL, on the leadership team, has appropriate authority, time, training, and resources. Deputies are trained and the role is written into job descriptions.
- The school has clear LSCP-aligned procedures for managing allegations, with a nominated governor to act as case manager for allegations against the Principal, and a safeguarding link governor to champion child protection.
- Safer recruitment procedures, including full pre-employment checks, are followed. The Single Central Record is regularly reviewed by leaders and governors.
- Safeguarding is embedded in the culture: children's voices are heard, families are engaged, and pupils are taught how to keep safe, including online. Complaints lead to improvements.
- The school undertakes regular health and safety audits and ensures effective internet filtering and monitoring.

- All staff, governors, trustees, and volunteers receive safeguarding and child protection training, regularly updated. The impact of training is monitored as part of the school's wider safeguarding approach.
- Governors receive safeguarding training on induction and updates thereafter, equipping them to provide strategic challenge and assurance.
- Safeguarding data (attendance, exclusions, bullying, behaviour, sexual harassment/violence, vulnerable pupils, pupils removed from roll) is analysed and acted upon.
- Leadership quality assures safeguarding, auditing records and supervising the DSL and safeguarding team.
- A trained designated teacher is appointed for looked-after and previously looked-after children.
- Systems are in place for identifying and escalating mental health concerns and for responding to sexual harassment, online abuse, sexual violence, and harmful sexualised behaviour through a sequenced, age-appropriate curriculum.

The Trust Board is accountable for ensuring that all trust schools have effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither trustees nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

Principal
The Principal will ensure that:
- The Single Central Record is accurate, up to date, and compliant, and that all safer recruitment practices are followed in line with *KCSIE 2025* and the school's Safer Recruitment Policy. At least one trained member of staff sits on every recruitment panel.
- Job descriptions and person specifications for all staff include clear reference to safeguarding and child protection responsibilities.
- A safe and transparent culture exists where staff and pupils can confidently raise concerns about unsafe or poor practice, including through low-level concerns procedures.
- Appropriate referrals are made to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) when required.
- Allegations against staff are managed in line with statutory guidance, with liaison with the Local Authority Designated Officer (LADO) as appropriate. Concerns that do not meet the harm threshold are managed under the school's low-level concerns policy.
- The Designated Safeguarding Lead (DSL) has a job description consistent with *KCSIE 2025* and is allocated sufficient time, training, resources, and authority to carry out the role. Deputies are trained to the same standard, with the role explicitly referenced in their job descriptions.
- The curriculum, including RSHE and PSHE, is sequenced to provide pupils with age- and stage-appropriate opportunities to learn how to keep themselves safe, including online. Pupils are made aware of how to access support.
- Safeguarding practice is quality assured, including auditing of records, case supervision, oversight of DSL practice, and ensuring that staff receive professional supervision and emotional support when required.
- The school fully meets its duties under Prevent, including ensuring checks are made on visiting speakers, and effective filtering and monitoring systems are in place across all IT systems. Staff access Prevent training, either in person or via approved online resources: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/

The Designated Safeguarding Lead

Role of the DSL

Designated Safeguarding Lead (DSL)
- Our Designated Safeguarding Lead (DSL) is [insert name/job title]. The DSL has lead responsibility for safeguarding and child protection, including online safety, and oversight of the school's filtering and monitoring systems in line with DfE guidance: *Meeting digital and technology standards in schools and colleges*.
- The DSL will be available during school hours to staff for consultation on safeguarding concerns. When the DSL or a deputy is unavailable, a senior leader will assume responsibility for co-ordinating safeguarding on site. Contact arrangements for the DSL outside of normal school hours will be [insert details]. The DSL is also responsible for ensuring that a Prevent risk assessment is in place and understood by all staff.
- The DSL is a senior member of the leadership team, with the role explicitly defined in their job description. Deputy DSLs are trained to the same level; however, overall accountability remains with the DSL.

Key responsibilities
- *Managing referrals*
- Refer suspected abuse cases to children's social care.
- Support staff making referrals to children's social care.
- Refer cases of radicalisation concerns to the Channel programme and support staff making such referrals.
- Refer cases of staff dismissal/resignation due to safeguarding concerns to the DBS, and concerns about professional misconduct to the Teaching Regulation Agency.
- Refer cases where a crime may have been committed to the police, with reference to NPCC guidance *When to call the police*.

Working with others
- Act as a point of contact with safeguarding partners (police, health, and social care).
- Liaise with the Principal on safeguarding cases, including section 47 enquiries and police investigations, ensuring compliance with PACE Code C regarding Appropriate Adults.
- Liaise with the LADO on allegations against staff and support the case manager.
- Work closely with pastoral staff, SENCO, IT staff, mental health leads, and safeguarding governors to ensure children's needs are considered holistically.
- Engage parents/carers positively in safeguarding and promote a culture of support.
- Work with the Principal and senior leaders to promote educational outcomes for children with a social worker, monitoring their progress and supporting teachers to provide adjustments and high aspirations.
- Liaise with the Virtual School Head on the progress of children with a social worker.
- Act as a source of advice, expertise, and support for all staff.

Training
- Undertake and update DSL training every two years, including Prevent awareness.
- Maintain up-to-date knowledge of safeguarding risks and local procedures through ongoing learning and multi-agency training.
- Understand thresholds for early help, statutory intervention, and local referral processes.
- Understand child protection conferences and be able to contribute effectively.
- Recognise the impact of adversity and trauma on behaviour, wellbeing, and outcomes, and respond appropriately.
- Be alert to the needs of children with SEND, health conditions, and young carers.
- Ensure effective information sharing across school, safeguarding partners, and other agencies.
- Keep secure, detailed, and accurate safeguarding records.

- Maintain expertise in online safety, including risks faced by children with SEND, and ensure staff have the confidence and capability to safeguard pupils online.
- Promote a culture of listening to children, ensuring their voices inform practice.

Raising awareness
- Ensure all staff understand the child protection policy, including new and part-time staff during induction.
- Ensure the policy is reviewed annually, publicly available, and clearly understood by parents.
- Promote staff awareness of local safeguarding arrangements and training opportunities.
- Share safeguarding information, including the needs of children with a social worker, with teachers and leaders to support teaching, learning, and wellbeing.

Supporting staff
- Support staff during referrals and ensure they understand links between safeguarding, wellbeing, and educational outcomes.
- Ensure all staff receive safeguarding induction, regular updates (at least annually), and refresher training (at least every three years), including Prevent and online safety. Training will include managing child-on-child sexual harassment/violence.
- Ensure supervision and wellbeing support is available to all staff engaged in safeguarding work.
- Promote whistleblowing and low-level concerns procedures, ensuring staff are confident to raise concerns about unsafe practice.
- Understanding the views of children
- Encourage a culture where children feel listened to, understood, and safe to disclose concerns.
- Recognise the barriers children may face in reporting abuse and work to build trust and supportive relationships.

Responding to children who report abuse and dealing with disclosures
When a child discloses abuse, staff must remember the following:
- Stay calm, listen carefully, and allow the child to speak without interruption.
- Reassure the child that they have done the right thing by telling you.
- Make it clear you believe them, it is not their fault, and they have the right to be safe and protected.
- Do not make promises of secrecy. Explain that you must share the information with the DSL (or deputy) in order to help keep them safe, and state clearly who you will tell and why.
- Avoid leading questions, investigations, or pressing for detail. Use open prompts such as "Is there anything else you want to tell me?" and check you have understood correctly.
- Do not criticise or make comments about the alleged offender, or describe the abuse as "naughty" or "bad."
- Do not take photographs or videos of injuries.
- Praise the child for their courage in speaking up and reassure them that they will be supported.
- Recognise that a child may retract what they have said later; it is essential to record exactly what was heard, using the child's own words.
- At the end of the conversation, repeat who you will be passing the information to and why.

Recording and next steps
- Make a detailed contemporaneous record as soon as possible, including what was said in the child's own words and any questions you asked. Record fact, not opinion.
- Report immediately to the Designated Safeguarding Lead (or deputy). It is not the role of education staff to investigate abuse, but to observe, listen, record, and pass concerns on.
- All reports of abuse must follow school procedures and statutory safeguarding responsibilities.

Children with SEND and disabilities

Children with SEND or certain health conditions may face additional barriers to disclosure, including communication difficulties, reliance on adults for intimate care, or fear of not being believed. Staff must be especially vigilant and ensure communication methods are adapted to meet the child's needs.

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances.
- Invasive procedures.

Holding and Sharing safeguarding Information

The designated safeguarding lead should be equipped to:
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Child Protection File

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Records include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. Files are only accessed by those who need to see it and any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Where children leave the school or college (including for in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard the child and help the child thrive in the new setting. A lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

The Designated Safeguarding Lead (DSL), or a trained deputy, must always be available during school hours for staff to discuss safeguarding concerns. Availability will normally be in person, though schools may define in exceptional circumstances whether phone or online access is acceptable. Adequate cover must also be arranged for out-of-hours and out-of-term activities.

The Principal acts as case manager for allegations against staff and makes referrals to the Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA) as required.
In addition, the DSL will ensure that:

- A dedicated safeguarding email account is in place and monitored by the safeguarding team to ensure all concerns are seen and actioned.
- Social workers are notified of unexplained absences or moves for children subject to child protection or child in need plans.
- A log of all safeguarding training is maintained and missed training is reoffered promptly.
- Child protection records are stored securely, separately from pupil files, and transferred or retained in line with LA and NSPCC guidance.
- The school attends and contributes to all child protection conferences and child in need meetings, submitting LSCP agency reports on time and completing agreed actions.
- Concerns are escalated with other agencies in line with the LSCP Escalation and Resolution Policy where a child's needs are not met.
- All safeguarding team members receive regular training, referrals are quality assured, and safeguarding supervision is in place to support decision-making and staff wellbeing.
- All staff read and understand Part 1 and Annex B of KCSIE (DfE 2025) and have access to all key safeguarding guidance.
- The school meets its Operation Encompass commitments, with trained staff in place and clear communication of the programme to the whole school community.

9. Safeguarding Framework

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including:

- attendance and punctuality policy
- administering medicines
- anti-bulling policy
- alternative and off-site provision
- behaviour and discipline policy
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in care (Looked After Children)
- education visits policy
- data protection and privacy policy
- equality objectives and accessibility plan
- equal opportunities
- evacuation and lock-down procedures
- first aid
- intimate care
- managing allegations against staff and volunteers
- on-line safety
- risk assessments

- safeguarding advice for visitors
- safer recruitment practices
- school and site security
- sex and relationships education
- special educational needs and disabilities
- acceptable use policies
- whistleblowing

10. Training and Induction

Safeguarding Training

- All staff and volunteers receive the Child Protection Policy and safeguarding induction on starting at the school. Induction includes role-appropriate safeguarding training, with updates provided at least annually.
- Training is integrated into the wider safeguarding and curriculum planning, ensuring staff understand their responsibilities, including online safety, filtering, and monitoring. Training builds on existing knowledge while addressing the specific needs of the school community.
- The Designated Safeguarding Lead (DSL) and deputies complete advanced safeguarding training refreshed at least every two years, with annual updates as best practice to maintain up-to-date skills and decision-making capacity.
- Governors receive safeguarding and child protection (including online safety) training at induction and regularly thereafter. This equips them to provide strategic oversight and challenge. Any governor in a child-facing role must also complete staff safeguarding training. The Link Safeguarding Governor must access additional training appropriate to their role.
- All staff have access to Prevent training either face-to-face or online via the Home Office portal: Prevent Duty Training.
- The school maintains a safeguarding training log covering staff, volunteers, and governors, evidencing both attendance and impact on practice.

11.   Procedures for reporting child protection or child welfare concerns:

- All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves.
- All concerns should be reported **without delay** directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Principal or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's agreed Child Protection/Child Welfare Incident Form. Each GST school should amend this statement to reflect their own procedures e.g. if they use CPOMS this should be detailed.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action without delay and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.
- Children's Services contact details are as follows:
https://liverpool.gov.uk/children-and-families/childrens-social-care/
    - Liverpool's child social services (known as Children's Social Care), call 0151 459 2606

- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCP and Local Authority multi-agency procedures and consider the child's needs alongside the LSCP's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment or referral to children's services is needed.

- Designated Safeguarding Lead or Deputy is able to refer to an online tool which helps professionals assess a child's level of need and decide which method of referral they should complete (EHAT or MARF). The online 'Levels of tool can be accessed here: e.g. **https://liverpool.gov.uk/referrals/childrens-social-care-referrals/make-an-urgent-marf-referral/**

- Liverpool   https://liverpoolscp.proceduresonline.com/

- Schools can also make a Level 3 Early/Family Help referral using the following link: e.g. **https://liverpool.gov.uk/referrals/childrens-social-care-referrals/access-early-help-support/ input own links again**
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early/Family Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.
- If school disagrees with the outcome of a referral, the Designated Safeguarding Lead will ask to speak to the social worker and/or manager who made the decision. Following this conversation, if they remain dissatisfied, they will follow the Local Safeguarding Children Partnership Escalation and Resolution Procedures.

Part 1 of Keeping Children Safe in Education (DFE 2025) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

Guidance is also available on the NSPCC website: **www.nspcc.org.uk/keeping-children-safe/**

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. Contact details can be found in the School's Safeguarding Handbook.

12. Process to follow if a child makes a disclosure

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a record of what has been said immediately afterwards in words used by the child and the member of staff to the best of their memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- Seek advice from the Designated Safeguarding Lead if in doubt

Staff should not:
- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

13. Confidentiality, information sharing, record transfer and record keeping and retention
Information Sharing

Effective information sharing is essential to identifying, addressing, and preventing all forms of abuse and neglect, and to promoting children's welfare and educational outcomes. Schools have clear powers to collect, hold, and share information for these purposes in line with statutory guidance.
All matters relating to child protection are treated as confidential. The Principal, Designated Safeguarding Lead (DSL) or Deputy DSL will only disclose information to staff on a strictly *need-to-know* basis in order to safeguard a child.

The school follows statutory guidance, including *Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers (2018)* and the *Data Protection: Toolkit*

for Schools (DfE). Safeguarding and child protection records are kept securely, separate from pupil files, with clear protocols for storage, transfer, and retention in line with local authority and statutory requirements.

All staff should also be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Child Protection Records

The DSL and deputy DSLs are responsible for maintaining, processing, and storing safeguarding records in line with the Data Protection Act 2018 and GDPR principles. Records must be kept securely, with access limited to the DSL, deputies, the headteacher, and, where relevant, the nominated Early Help lead professional.

Each child protection file will include a clear chronology, a comprehensive summary of concerns, details of actions taken, decisions reached, and outcomes. Records must capture all relevant evidence such as referral forms, professional consultations, meeting notes (e.g. case conferences, core groups), formal plans (e.g. child protection plans, risk assessments, Early Help), and any safeguarding information received from previous schools. All records, whether paper or digital, must be complete, accurate, and contemporaneous.

Children have a right to request access to their child protection file, but neither children nor parents have an automatic entitlement to see all information. Disclosure may be withheld if it risks serious harm to the child or another person, prejudices an ongoing investigation, or breaches the confidentiality of third-party information. Decisions about disclosure must always prioritise the child's best interests.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

*'The Data Protection Act 2018 and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.*

*Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children' DfE 2025*)

Data Protection, Record Transfer and Confidentiality

The school complies with the Data Protection Act 2018 and GDPR, recognising the lawful basis to store and share personal information, including 'special category data,' for safeguarding purposes. Information may be shared without consent where obtaining it is not possible, not reasonable, or would place a child at risk. Child protection records will be transferred securely to the next setting within five school days of confirmation of enrolment, separate from the main pupil file. The DSL will liaise directly with their counterpart to ensure the receiving school is fully aware of safeguarding needs. Records should be delivered by hand where possible and signed for on receipt.

Safeguarding records are retained in line with Local Authority guidance, NSPCC recommendations, and the IRMS Information Management Toolkit for Schools (2019): NSPCC retention guidance.

Confidentiality will always prioritise the child's best interests. Staff, volunteers, and visitors must never promise secrecy to a child but must pass concerns immediately to the DSL. Timely, proportionate information sharing is essential and follows DfE guidance *Information Sharing: Advice for practitioners providing safeguarding services* (2024).

14. Additional child protection guidance will be provided to all adults working with young people which will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annex B of Keeping Children Safe in Education (DfE 2025)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for safer working practices for those working with children and young people in education settings (Safer Recruitment Consortium 2022)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to safeguarding issues including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect, Sexual violence and harassment and online-safety
- Dealing with allegations against staff and volunteers' procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused: Advice for practitioners' DFE 2015 Child abuse concerns: guide for practitioners - GOV.UK

15. Managing allegations against adults (including all staff, supply teachers and volunteers) working at or on behalf of the school

All school staff and other adults working at or on behalf of the Great school's trust will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

All staff and volunteers must report any concerns about a member of staff's behaviour towards children (including supply staff and volunteers) to the principal who will act as the case manager. Concerns can also

be discussed with the Designated Safeguarding Lead. Concerns about the principal should be raised with the Chair of Governors or nominated governor.

Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

Managing Allegations or Safeguarding Concerns Against Staff

These procedures apply to all staff, supply staff, governors, visiting professionals, and volunteers where it is alleged that they have:

- harmed or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved in a way that indicates they may pose a risk of harm to children; or
- behaved in a way that suggests they may be unsuitable to work with children (including transferable risk from behaviour outside school).
- All adults must also disclose to the Principal (or Chair of Governors if appropriate) any relationships or associations, in or outside of work (including online), which may impact on safeguarding.

Examples of concerns include:
- Physical – inappropriate use of force or rough handling.
- Emotional – intimidation, discrimination, or belittling children.
- Sexual – grooming, harassment, assault, inappropriate messages.
- Neglect – failure to act, protect, or follow safeguarding procedures.

Reporting and Initial Actions
- Allegations must be reported immediately to the Principal (the "case manager"). If the allegation is about the Principal, it must go to the Chair of Governors/Trustees.
- The case manager ensures the child is safe and considers referral to Children's Social Care.
- No investigation or direct interviewing should take place until the Local Authority Designated Officer (LADO) is consulted.
- A LADO notification form must be submitted within **one working day**. HR/advisers and supply agencies (if relevant) must also be consulted.
- Parents/carers should be informed promptly unless doing so places a child at further risk.

Low-Level Concerns
- Low-level concerns (below the harm threshold) must still be reported and recorded, e.g. favouritism, over-familiarity, or boundary issues.
- Records of such concerns must be confidential, securely stored, and reviewed to identify any patterns of behaviour.
- Escalation to the LADO will occur if patterns suggest increasing risk.

Managing Allegations
- Where the harm threshold is met, the case manager works with the LADO and partner agencies. A multi-agency meeting may be arranged.
- Possible outcomes include further training, supervision, disciplinary action, or suspension in line with school policy.
- Staff dismissed for safeguarding-related misconduct (or where they would have been dismissed if still employed) will be referred to the **DBS** and, if relevant, the **Teaching Regulation Agency**.

Key Principles

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- Records must be detailed, confidential, GDPR-compliant, and securely stored.
- Staff behaviour must always meet the standards set out in the **Guidance for Safer Working Practice (2022)**.
- Allegations linked to external groups using school premises must still be reported to the LADO.
- Timely reporting, proportionate action, and child welfare remain the priority.

LADO concerns

Allegations and Issues of Suitability
Part 4 of *Keeping Children Safe in Education* (DfE 2025) provides statutory guidance on managing allegations. The school follows its own procedures and those of the Local Safeguarding Children Partnership (LSCP), available via the school website.

Not all concerns meet the **LADO threshold**. Some may instead raise **issues of suitability**, where an adult's behaviour calls into question their ability to work with children safely. These will be managed under the school's disciplinary and low-level concerns procedures.

Examples of suitability concerns include:
- An employee under investigation for an offence against an adult.
- Behaviour in personal life raising doubts about suitability to work with children.
- Involvement with Children's Services regarding their own child, or a child they live with/have contact with (e.g. allegations of assault, domestic abuse, substance misuse, or relationships with individuals posing a risk to children).

Where Children's Services determine that a child requires a Child Protection Plan, this automatically meets the LADO threshold, as it indicates risk.

If the school becomes aware of any such concerns, it will consult with the LADO to determine whether referral under the managing allegations process is required.

If an allegation relates to an incident involving an individual or organisation using school premises (e.g. community groups, sports clubs, extracurricular providers), the school will follow its safeguarding procedures and inform the LADO as appropriate.

16. Low Level Concerns

Please see our low-level concerns policy which can be found on our school website. Alternatively, it is available on request from the school office.

17. Allegations of abuse against another student (child on child abuse), including issues of sexual violence and harassment

Child-on-Child Abuse and the Curriculum
The school ensures that the **PSHE/RSHE curriculum** proactively addresses child-on-child abuse by teaching pupils about appropriate, respectful behaviours, consent, boundaries, and safe relationships, both online and offline. Lessons are sequenced to build understanding as children progress through school and are regularly reviewed to evidence impact.

All staff receive **training and updates** to recognise and respond to child-on-child abuse, including where children may struggle to disclose directly. Staff are alert to signs, indirect reports (e.g. from friends), or overheard conversations that may indicate harm.

It is essential that victims are **always reassured and supported**:
- They will be taken seriously, whatever the form or timing of their disclosure.
- They will never be made to feel they are causing a problem or minimised in their experience.
- They will never be made to feel ashamed.

Our whole-school approach ensures that prevention, identification, and response to child-on-child abuse are embedded in curriculum, staff training, and safeguarding practice.

Sexual Violence, Sexual Harassment and Child-on-Child Abuse

Staff must assume such behaviours may be happening, even without reports, and must challenge all forms of sexualised or derogatory language, harassment or touching. Behaviours must never be dismissed as "banter" or "part of growing up," as this normalises abuse and silences victims.

Our school prevents and responds to sexual harassment, online abuse and sexual violence through:
- A sequenced **RSHE/PSHE curriculum** teaching respect, consent, safe relationships and online safety.
- Immediate, proportionate challenge to inappropriate behaviours.
- Support for all victims, who will always be taken seriously, reassured, and kept safe.

All concerns must be reported to the DSL (or deputy). If criminal behaviour is suspected, the Police will be contacted alongside Children's Services (see NPCC *When to Call the Police* guidance). Online elements will be managed in line with *Searching, Screening and Confiscation* and UKCIS guidance on sharing nudes/semi-nudes.

Behaviours include, but are not limited to:

- Sexual violence (rape, assault by penetration, sexual assault).
- Sexual harassment (comments, jokes, taunts, unwanted contact, online harassment).
- Non-consensual sharing of images or explicit content.
- Upskirting (criminal offence).
- Physical abuse, bullying, initiation/hazing rituals, or coercion into sexual activity.

Children with **SEND, disabilities or who are LGBT+** may face additional risks and barriers to reporting. Staff must be especially vigilant and ensure safe spaces for disclosure.

When incidents arise:

- The DSL will complete an immediate **risk and needs assessment** (e.g. AIM checklist) and review it regularly.
- Victims and alleged perpetrators will be supported separately, with multi-agency input (social care, health, police, youth justice) where appropriate.
- Multi-agency **Risk Assessment and Management Plans (RAMPs)** will be used for children who present harmful sexual behaviour.
- Specialist support (e.g. CAMHS, Brook, Barnardo's) will be accessed where needed.

Unsubstantiated, false or malicious reports will be addressed sensitively — considering whether the child requires support themselves, or whether disciplinary action is appropriate.

18. Children at risk of Serious Violence and/or Child Criminal or Sexual Exploitation

All staff should be aware of the indicators which may suggest a child is at risk from, or is involved with serious violent crime. These may include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing; or
- Signs of assault or unexplained injuries

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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced abuse or neglect and having been involved in offending such as theft or robbery. Additional information and advice can be found in the Home Office's **Serious Violence Duty; Preventing and reducing serious violence,** Preventing **youth violence and gang involvement** and **Criminal exploitation of children and vulnerable adults: county lines** guidance.

Engagement in education is a strong protective factor against children and young people's risk of involvement in serious violence. Through engaging in good quality education, children and young people feel a sense of belonging, achievement and are equipped with skills and resilience they need to be safe and to succeed in life. Our school recognises that we play a vital role in preventing and reducing serious violence by facilitating early interventions, prevention and safeguarding children.

Both child sexual exploitation and child criminal exploitation 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 sexual or criminal activity, in exchange for something the victims 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. Child sexual exploitation and child criminal exploitation 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.

Staff will understand that whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

All staff should be aware of the indicators which may suggest a child is at risk from or experiencing child criminal or sexual exploitation. These may include:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late and are found in areas away from their home;
- are found in accommodation that they have no connection with; and

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- regularly miss school or education or do not take part in education.

All staff will be aware that children who are involved in criminal exploitation often commit crimes themselves, therefore their vulnerability as victims is not always recognised by adults and professionals. They may still have been exploited even if the activity appears to be something they have agreed or consented to. Staff will also understand the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff will be aware that child sexual exploitation is child sexual abuse. Exploitation of this nature can be a one-off occurrence and may happen without the child's immediate knowledge e.g. through the sharing of videos or images. It can also affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. because they believe they are in a genuine relationship.

Our school understands that children who have been exploited or are at risk of serious violence, will need additional support to help maintain them in education.

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSIE 2025 Annex B, this includes further information on:

Safeguarding in schools must take account of a wide range of specific risks and vulnerabilities. These include child abduction and community safety incidents; children involved with the court system; those absent from education; and children with family members in prison. Risks also arise from child criminal exploitation (CCE), child sexual exploitation (CSE), and county lines, as well as modern slavery, trafficking and concerns referred through the National Referral Mechanism. Other safeguarding priorities include cybercrime, domestic abuse, homelessness, and so-called 'honour-based' abuse such as female genital mutilation (FGM) and forced marriage. Schools must also be alert to the risks of radicalisation and fulfil their Prevent duty, including the Channel programme. Child-on-child abuse, sexual violence and harassment (including upskirting), mental health difficulties and serious violence are further key safeguarding concerns that staff must recognise, prevent, and respond to appropriately.

Virtual School Heads and Kinship Care

Virtual School Heads are expected to promote the educational achievement of previously looked-after children, and they may also provide advice and information for children in kinship care. DSLs engage with Virtual School Heads to ensure these pupils receive tailored support, both academically and emotionally, and that schools are aware of their rights, entitlements and vulnerabilities.

- DfE Guidance – Promoting the education of looked-after and previously looked-after children: https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

- Kinship – National charity for kinship carers: https://kinship.org.uk/

19. Domestic Abuse and Operation Encompass

All staff and volunteers are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological,

physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The **Domestic Abuse Act 2021** recognises children as victims of Domestic Abuse in their own right and sets out statutory multi-agency responsibilities, including specific responsibilities on education providers. Amongst other things, these include how school deliver an effective PSHE / RSHE curriculum which supports children to recognise and report feelings of being unsafe, and covers the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, 'honour'-based abuse and FGM, and how these can affect current and future relationships.

King's Northway Primary Academy is part of **Operation Encompass.** Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse. Operation Encompass enables every child to receive support, regardless of whether the incident has been recorded as a crime and regardless of whether there is involvement with children's services. Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children prior to the start of the next school day.

In order to support the school's response, key members of staff have undertaken specific training related to Operation Encompass.

Our DSL undertook training on **03.09.2024**
Our deputy DSL(s) undertook training on **03.09.2024**

Key information about the principles of Operation Encompass is been cascaded to all other school staff and Governors. This includes discussing with staff how we can support children who are experiencing Domestic Abuse on a day-to-day basis, and particularly following an Operation Encompass notification. No actions taken by school will put the child/ren or adult victim at risk.

King's Northway Primary Academy ensures that parents are fully aware of Operation Encompass and when a new child joins our school we ensure that the parents/carers are informed about Operation Encompass.

Operation Encompass notifications are stored in line with all other confidential safeguarding and child

protection information. Notifications are stored and recorded on CPOMS.

Operation Encompass data will form part of the termly safeguarding report to Governors. All information is anonymised for these reports.

The school has used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken.

Should the Principal, DSL or DDSLs leave the school and other staff are appointed, GST school name will ensure that all key information shared with the new Principal/Key Adults and that the new member of staff will undertake the Operation Encompass online training.

20. Online Safety, Data Protection and Use of Technology

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Our school adopts a whole-school approach to online safety, protecting and educating pupils and staff in the use of digital technologies, and ensuring effective systems are in place to identify, intervene and escalate concerns. We recognise that children often have unrestricted access to the internet via phones and other devices, and that online risks form part of many safeguarding issues including exploitation, radicalisation and abuse.

Responding to Incidents

Any concerns about the consensual or non-consensual sharing of nude or semi-nude images ('sexting' or youth-produced sexual imagery) must be reported immediately to the DSL. Staff must not view, copy, share, delete, or ask pupils to disclose details of imagery. The DSL will follow *DfE guidance: Sharing nudes and semi-nudes (2024)*, [Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK](#) assessing risks, involving parents/carers where appropriate, and making referrals to police or children's social care when thresholds are met (e.g. coercion, involvement of adults, pupils under 13, violent or exploitative content, or immediate risk of harm).

Managing Online Risks

The school has clear Acceptable Use and Online Safety policies, including guidance for staff and volunteers on the use of digital devices, mobile phones and photographic equipment. We ensure that children in care and other vulnerable groups are not put at additional risk through the use of images or publicity.

In line with *KCSIE 2025* and DfE's *Meeting Digital and Technology Standards in Schools and Colleges*, our school ensures:

- Clear roles and responsibilities for managing filtering and monitoring systems.
- Annual review of filtering/monitoring provision.
- Blocking of harmful content without unreasonably restricting learning.
- Effective monitoring strategies tailored to safeguarding needs.

Online Risks

We recognise the four categories of online risk:
- **Content** – harmful or illegal material (e.g. pornography, extremist content, racism, self-harm).
- **Contact** – harmful interaction with others (e.g. grooming, exploitation, coercion).
- **Conduct** – risky behaviour by the child (e.g. bullying, sexting, sharing explicit material).
- **Commerce** – risks such as gambling, phishing and scams.

Curriculum and Training

Online safety is a thread running through our safeguarding, curriculum, staff training, and parental engagement. RSHE/PSHE explicitly address online safety, healthy relationships, consent and digital resilience, in line with Teaching Online Safety in Schools (DfE, 2023). Staff receive regular updates and training, and online safety is included in the DSL's responsibilities.

Governance and Oversight

The Governing Body reviews filtering and monitoring annually, ensuring compliance with statutory guidance. The school also reviews its online safety approach annually, including a risk assessment reflecting the specific online risks faced by pupils.

When remote learning is provided, the school follows DfE guidance (*Safeguarding and remote education*) and ensures safe practice, supported by resources such as SWGfL and the London Grid for Learning.

Filtering, Monitoring and AI Tools

Schools must ensure filtering and monitoring systems are robust, age-appropriate, and integrated into wider safeguarding practices. Trust leaders and schools must designate staff responsible for system

oversight, conduct annual reviews, and ensure that harmful content is blocked without restricting teaching and learning. Staff should also be aware of new DfE tools supporting safe digital infrastructure, including planning technology in schools and using AI responsibly in education settings.

- DfE – Meeting digital and technology standards in schools and colleges: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges
- DfE – Plan Technology for Your School: https://www.gov.uk/guidance/plan-technology-for-your-school
- DfE – Generative AI in Education: https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education

Misinformation, Disinformation, and Conspiracy Theories

The school recognises the safeguarding implications of children encountering misinformation, disinformation, and conspiracy theories online. Such content can cause anxiety, foster extremist views, encourage risky behaviour, or isolate pupils from trusted adults. Staff should be alert to changes in children's language, beliefs or behaviour that may signal exposure and must address concerns through safeguarding procedures. School embeds critical thinking and media literacy within the curriculum, equipping pupils to evaluate online information safely.

- **UK Council for Internet Safety (UKCIS) – Education resources on misinformation**: https://www.gov.uk/government/collections/uk-council-for-internet-safety-ukcis
- **Educate Against Hate (Prevent resource hub)**: https://educateagainsthate.com

Generative AI and Associated Risks

Staff and pupils must understand the safeguarding risks linked to generative AI, including the production of false or manipulated content, privacy breaches, and exploitation. DSL's and SLT ensure AI-related risks are included in online safety education, while IT leads should implement protocols that manage safe and ethical use. Pupils should be supported to distinguish fact from AI-generated misinformation and guided on how to protect personal data.

- **DfE – Generative AI in Education Guidance**: https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education
- **National Cyber Security Centre (NCSC) – AI & cyber risks**: https://www.ncsc.gov.uk/

21. Children requiring mental health support

Our school recognises that it has an important role to play in supporting the mental health and wellbeing of our students. We also recognise that in some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. The designated safeguarding lead will regularly liaise with the senior mental health lead where safeguarding concerns are linked to mental health to ensure there is an effective and appropriate response by school. Within our school we adopt a whole school approach to mental health and wellbeing, which includes promoting positive mental health, wellbeing and resilience across the whole school community.

Our school recognises that it has an important role to play in supporting the mental health and wellbeing of our students. Staff recognise where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Our staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school. We recognise that in some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. Staff are aware of the clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The designated safeguarding lead will regularly liaise with the senior mental health lead where safeguarding concerns are linked to mental health to ensure there is an effective and appropriate response by school. Within our school we adopt a whole school approach to mental health and wellbeing, which includes promoting positive mental health, wellbeing and resilience across the whole school community.

At King's Northway Primary Academy, we have a whole school tracking system (LWNM) supported by referral and tracking documents, which allow for the continuous monitoring of the mental health and well-being of pupils.

Any concerning behaviours or presentation which may indicate mental health concerns must be reported verbally, recorded on CPOMS and the LWNM referral form completed with relevant details of concerns. The DSL and SENDCO are also to be alerted and tagged in the CPOMS entry to ensure accountability. Once the type of support needed has been identified, then school-based intervention and support will be put in place after consultation with the pupil and parent.

Should the child require more specific support, then school will refer to Seedlings or CAMHS or take advice from the appropriate agencies. King's Northway Primary Academy uses the CPOMS system to highlight and monitor issues and concerns surrounding mental health concerns and worries. we have added two referral forms for class teachers to complete should they have a concern about a child both for SEND and SEMH support. King's Northway Primary Academy Inclusion team has a supportive network working alongside Alder Hey, Brighter Days Ahead and Beautiful New Beginnings.

22. Monitoring attendance

Regular attendance is both an education and safeguarding priority. A child missing from education can be a potential indicator of abuse, neglect, exploitation, or other safeguarding concerns. Our school follows local authority CME procedures and the pan-regional missing children protocol. Monitor your school attendance: user guide - GOV.UK

Attendance is monitored daily and rigorously, with particular focus on:

- Children with a social worker, those with a child protection plan, children in need, children looked after, or those with SEND.
- Pupils with chronic poor attendance, persistent absenteeism, or sudden unexplained absences.
- Pupils in alternative or off-site provision.

Unexplained absences for vulnerable pupils will be reported immediately to the child's social worker. Where safeguarding risks are identified, home visits will be undertaken by an appropriate professional, and if a child's whereabouts cannot be established, the school will escalate concerns to the police and/or children's services. We will maintain at least three emergency contacts for each child.

The Designated Safeguarding Lead and Designated Attendance Lead will meet regularly to review attendance patterns, share data, and plan actions for vulnerable children. Staff are trained to recognise the

safeguarding risks linked to poor attendance, including exploitation, FGM, forced marriage, radicalisation, and mental health. Where attendance concerns are linked to mental health, the school will refer to DfE guidance: Mental health issues affecting a pupil's attendance [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK](#)

Children Missing Education (CME) are those not registered at a school and not receiving suitable education elsewhere. All staff understand that CME children are at significant risk of harm, exploitation, underachievement, and becoming NEET. When CME concerns arise, the school will make reasonable enquiries in line with local authority protocols before removing a pupil from roll. A CME referral will always be made to the Local Authority CME Officer.

Where parents elect to home educate, the school will work with the family and the local authority to ensure that this decision is in the child's best interests, with particular scrutiny for children who are vulnerable, have SEND, or have a social worker. A meeting with the family and relevant professionals will be offered prior to removal from roll, and liaison will take place with the LA Elective Home Education Officer.

Why Attendance Is a Safeguarding Responsibility
Attendance should be viewed through a safeguarding lens: every day a child is present in school is a day they are seen, heard, and safe, while absence may indicate exploitation, neglect, mental health issues, or other risks. Monitoring attendance isn't just about chasing numbers—it's about noticing people. Schools must embed attendance within their safeguarding strategy, ensuring the whole staff team, not just attendance leads, prioritise timely monitoring, consistent engagement with families, and responsive support. Patterns of absence trigger deeper inquiry and may necessitate multi-agency coordination or early help assessment. When schools truly understand absence as a potential sign of harm, safeguarding becomes proactive, not reactive.

Please see the latest DFE policy: [Working together to improve school attendance (applies from 19 August 2024)](#)

23. Private fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2023) and in **[Children Act 1989 private fostering](#)**. When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that Private Fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

24. Safer recruitment

The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2025). At least one member of the appointments panel will have undertaken safer recruitment training. The school will undertake all the required DFE pre-employments checks and where appropriate will record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail and are drawn from best practice according to the safer recruitment consortium.

The school is required to inform relevant staff who fall within the scope of **Disqualification under the Childcare Act 2006** and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

25. The Safeguarding Curriculum

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the DFE - Relationships education, relationships and sex education (RSE) and health education and PSHE curriculums, alongside standalone pieces of work and messages delivered through other curriculum areas, as part of a broad and balanced curriculum. Children will be provided with age-appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. Children will be supported to develop their understanding, at the appropriate age, of risks

including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. The curriculum will include specific sequenced lessons to address sexual harassment, online abuse, sexual violence and issues of consent in an age and stage appropriate way. Our school recognises that a one size fits all approach may not be appropriate for all children, and a more personalised approach for more vulnerable children, victims of abuse and some SEND children may be necessary. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations. The safeguarding curriculum is under constant review to protect our children, taking a reflective approach using safeguarding patterns identified in school and the local area to inform necessary changes. The Designated Safeguarding Lead will work closely with the PSHE/RSHE/RSE lead to ensure a consistent approach to delivering key safeguarding messages throughout the curriculum, and that the curriculum appropriately reflects the needs of the school community.

RSHE and Gender Questioning

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In anticipation of revised statutory guidance on Relationships, Sex and Health Education (RSHE) DSLs must remain informed and ensure curriculum and pastoral approaches are developmentally appropriate, respectful and lawful. School ensures that RSHE content promotes respectful relationships, consent, and equality, whilst balancing safeguarding duties, parental engagement, and the needs of children. Until new guidance is published, school will continue to follow the DfE's existing RSHE guidance and ensure staff are trained to handle sensitive discussions with care.

Current RSHE Guidance (DfE): https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

26. Safeguarding children who attend off-site alternative provision

Our school recognises that pupils who attend off-site or alternative provision often have additional vulnerabilities, and we remain fully responsible for their safeguarding, welfare and educational outcomes. Before commissioning a placement, we will assess whether off-site provision is in the best interests of the child and whether it can safely and effectively meet their needs. We will carry out appropriate quality assurance checks, including seeking written confirmation that safeguarding checks (including safer recruitment and vetting) have been completed for all staff at the setting. A formal agreement will be in place with the provider and parents/carers, setting out attendance expectations, communication protocols, and safeguarding arrangements.

Our school will:

- Retain overall safeguarding responsibility for any pupil placed in off-site provision.
- Monitor attendance rigorously, ensuring the B code is only used when we are satisfied that the pupil is receiving supervised education in a registered and safe setting.
- Ensure providers notify us immediately of any absences, and apply our attendance policy where necessary.
- Seek the views of pupils placed in alternative provision to ensure they feel safe, supported, and able to thrive.
- Put in place risk assessments and/or support plans for pupils with complex needs or heightened risks.
- Maintain clear records of all decisions, communication, and monitoring.

We pay due regard to the following statutory guidance:

- Keeping Children Safe in Education (DfE, 2025)
- Working Together to Improve School Attendance (DfE, 2022, updated 2024)
- Alternative Provision: Statutory Guidance (DfE, 2016, updated guidance in development)
- Education for children with health needs who cannot attend school (DfE, 2013, updated 2024)

Where we place pupils with named alternative providers we hold written evidence of safeguarding policies, procedures, and arrangements. We remain responsible for ensuring these placements are safe, appropriate, and effective in meeting the needs of our pupils.

Alternative Provision Safeguarding Expectations

When a pupil attends alternative provision, the placing school retains full safeguarding responsibility. The school must carry out safeguarding checks, maintain written agreements, confirm attendance daily, and hold regular review meetings with the provider and parents/carers. Schools must keep a record of quality assurance checks and pupil voice feedback to ensure the setting remains safe and appropriate.

- **DfE Statutory Guidance – Alternative Provision**: https://www.gov.uk/government/publications/alternative-provision

- **Education for children with health needs who cannot attend school**: https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

27. Complaints and Whistleblowing

Please see the complaints policy and whistleblowing policy which are both available on our website or from our school office on request.

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The Local Authority also has whistleblowing procedures.

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern within the organisation. All members of staff are aware of their responsibility to escalate and refer concerns on to Children's Services when it is

Whistleblowing regarding the Principal should be made to the Chair of the Local Academy Council, whose contact details should be readily available to staff.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285.

Whistleblowing Advice Line | NSPCC

28. Escalation

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution.

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professionals meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

29. Proactive and contextual Safeguarding

Our school recognises that safeguarding and child protection is not only about responding to concerns but also about proactive prevention and contextual awareness. We play a significant role in protecting children

by providing stability, trusted relationships, and a safe environment in which they can learn, grow, and thrive.

We acknowledge that safeguarding incidents and behaviours may be influenced by factors outside the home or school. This is known as contextual safeguarding (or extra-familial harm). When assessing concerns, the Designated Safeguarding Lead (DSL) and deputies will always consider wider environmental factors, such as risks in the community, online environments, or peer relationships, that could pose a threat to a child's welfare.

In order to maintain a whole-school approach to safeguarding, we will:

- Promote a culture of safety and trust where children feel secure, listened to, and confident to seek support.
- Model a caring, respectful ethos across staff, governors, and pupils, ensuring the school is a welcoming and safe place to learn.
- Build resilience and self-esteem through curriculum and relationships, teaching children to recognise risky behaviours and respond appropriately.
- Embed safeguarding across the curriculum (particularly RSHE/PSHE), covering key issues such as: online safety, anti-bullying, consent, respectful relationships, sexting, exploitation, positive mental health, independent travel, and preparation for transition to secondary school.
- Consult with children regularly (e.g., through safety surveys, pupil voice, participation in Anti-Bullying Week and Safer Internet Day).
- Ensure staff model safe behaviours, including the appropriate use of mobile phones and digital technology, in line with school policy.
- Recognise safeguarding as everyone's responsibility, with all staff, volunteers, governors, policies, and procedures working in the best interests of the child.

Key Resources and Guidance (revised with resources)
Our school uses and signposts the following resources to strengthen our proactive and contextual safeguarding approach:

- **Keeping Children Safe in Education (DfE, 2025)**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **Working Together to Safeguard Children (DfE, 2023 update)**
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- **Contextual Safeguarding Network – resources on recognising extra-familial harm, peer-on-peer abuse, and risks in the community**
  https://contextualsafeguarding.org.uk/
- **NSPCC: Safeguarding and Child Protection Resources – practical tools, lesson plans and guidance**
  https://learning.nspcc.org.uk/
- **UKCIS Online Safety Guidance (Sharing Nudes & Semi-Nudes, 2020, updated 2024)**
  https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
- **Anti-Bullying Alliance – curriculum support and tools for schools**
- https://anti-bullyingalliance.org.uk/
- **PSHE Association – curriculum resources for RSHE, consent, relationships, and online safety**
  https://pshe-association.org.uk/

- **Educate Against Hate – guidance and classroom resources on preventing radicalisation and extremism**
  https://educateagainsthate.com/
- **ThinkUKnow (CEOP) – age-appropriate online safety education**
- https://www.thinkuknow.co.uk/

30. Monitoring and Quality Assurance

Policies and procedures only remain effective if they are regularly monitored, evaluated and reviewed to ensure they are current, relevant and applied consistently. Our school and governing body recognise the importance of quality assuring the effectiveness of our child protection policy and procedures. Monitoring is not simply compliance: it is an opportunity to learn from practice, identify strengths and weaknesses, and act swiftly to address any gaps to ensure that children are safeguarded at all times.

Monitoring and evaluation will be undertaken throughout the year by the Designated Safeguarding Lead with support from our Trust Head of Safeguarding – Steven Panter and Director of education - Katie Sharp , alongside the Principal and the Link Governor/Chair of Governors. This work will also feed into the annual policy review, and any urgent amendments will be made outside of the annual cycle where necessary to reflect new guidance or emerging safeguarding issues.

Examples of ongoing monitoring include:

- scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are up to date, and job descriptions/person specifications explicitly reference safeguarding;
- oversight of the school's statutory s175/157 safeguarding audit by the governing body, ensuring actions are monitored and addressed;
- confirmation that all staff, volunteers, governors and trustees have completed statutory and role-appropriate safeguarding training, including Prevent and online safety, and that the training plan is implemented and reviewed;
- effective analysis of safeguarding data including bullying, attendance, punctuality, exclusions, behaviour logs, incidents of sexual violence/harassment, children taken off roll, and the progress/participation of vulnerable groups;
- systematic monitoring of attendance as a safeguarding concern, ensuring that persistent absence, children missing education or those frequently late are identified and responded to;
- methods such as safeguarding staff questionnaires, quizzes, or reflective exercises to test understanding of Part 1 and Annex B of *Keeping Children Safe in Education (DfE 2025)*;
- feedback from children, parents, staff and volunteers via surveys, pupil voice activities and safeguarding forums;
- safeguarding learning walks or themed audits to test whether procedures are understood and followed in daily practice;
- ensuring all staff, governors and volunteers are updated immediately on any new local or national safeguarding requirements (rather than waiting for the annual review).

Our school will also draw upon additional quality assurance tools provided by the Great Schools Trust and The governing body will use the findings of monitoring and evaluation to ensure that safeguarding remains a standing agenda item at every full governing body meeting and that safeguarding policies continue to be living documents that actively protect children.

Our school works closely with the **Local Safeguarding Children Partnership (LSCP)** to ensure our policies and practice reflect local priorities, procedures and thresholds. We engage fully with LSCP audits (including

the Section 175/157 audit), training, policy updates, and multi-agency learning reviews. The Designated Safeguarding Lead and senior leaders attend relevant LSCP training and briefings, and ensure key learning is cascaded to all staff. Where required, we contribute to multi-agency working groups, safeguarding initiatives and child protection case reviews. Governors maintain oversight to ensure that our safeguarding arrangements remain aligned with the **LSCP priorities** and statutory guidance, and that safeguarding is delivered as part of a coordinated multi-agency approach.

Local Safeguarding Children Partnership (LSCP) Resources – Revised

- **Liverpool Safeguarding Children Partnership (LSCP)** – Official site with inter-agency procedures and governance arrangements
https://liverpoolscp.org.uk/
- **Liverpool LSCP Multi-Agency Procedures Manual** – Accessible local safeguarding protocols (updated regularly)
https://liverpoolscp.proceduresonline.com/chapters/contents.html
- **Greater Manchester Safeguarding Children Procedures Manual** – Multi-agency guidance for the 10 Greater Manchester boroughs (Bolton, Bury, etc.)
https://greatermanchesterscp.trixonline.co.uk/contents/contents
- **Greater Manchester Safeguarding Partnership (GMSP)** – Regional safeguarding partnership oversight and coordination
https://www.gmsafeguardingchildren.co.uk/
- **Sefton Safeguarding Children Partnership – Official site with multi-agency safeguarding arrangements**
https://www.seftonscp.org.uk/
- **Warrington Safeguarding Partnership – Children's policies & procedures (multi-agency manual)**
https://www.warringtonsafeguardingpartnerships.org.uk/p/i-work-or-volunteer-with-children-and-young-people/childrens-policies-and-procedures

Why this Matters

Embedding these LSCP links within our policy ensures that staff and governors have direct access to essential, region-specific safeguarding procedures and statutory guidance. This not only strengthens compliance with *KCSIE 2025* and *Working Together 2023*, but also enables our team to respond effectively, consistently, and collaboratively to safeguarding concerns involving children across our local area.