

Safeguarding Policy



St Thomas of Canterbury RC Primary School

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1. Introduction and Policy Statement

This Safeguarding Policy sets out our school's proactive approach to safeguarding and promoting the welfare of all children. It complements our Child Protection Policy by focusing on the preventative measures we take to create a safe, secure, and nurturing environment where children can thrive.

1.1 Our Safeguarding Vision

At St Thomas of Canterbury, we are committed to ensuring that safeguarding is embedded in all aspects of school life. We believe that every child deserves to be safe, valued, and protected at all times, and stand firm that safeguarding is everyone's responsibility. Our approach is child-centred, recognising that children have the right to be heard and, where possible, to participate in decisions that affect them.

1.2 Policy Scope

This policy applies to:

- All staff, including teachers, teaching assistants, support staff, administration staff, welfare staff, and the leadership team
- All governors and trustees
- Volunteers, student teachers, and visitors
- External contractors and service providers, including kitchen and cleaning staff
- All pupils enrolled at the school
- Pupils visiting the school

1.3 Policy Commitment

We are committed to:

- Providing a safe environment where children can learn and develop
- Identifying children who may benefit from early help and providing timely support
- Recruiting staff and volunteers safely, ensuring appropriate checks are completed
- Training all staff to recognise and respond to safeguarding concerns
- Educating children about how to keep themselves safe
- Working in partnership with parents, carers, and external agencies
- Creating a culture of vigilance where everyone feels able to raise concerns

2. Legislative Framework and Statutory Guidance

This policy is based on and complies with the following legislation and statutory guidance:

2.1 Primary Legislation

- Section 128 and 175 of the Education Act 2002 - requires governing bodies to make arrangements to safeguard and promote the welfare of children
- The Children Act 1989 and 2004 - provides the legislative framework for child protection
- The Equality Act 2010 - protects children from discrimination

2.2 Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2023
- Early Years Foundation Stage Framework 2025
- Working Together to Improve School Attendance:2024

2.3 Additional Key Guidance

- Relationships and Sex Education (RSE) and Health Guidance (2025)
- Sexual Violence and Sexual Harassment Between Children (2021)
- Prevent Duty Guidance 2023 - protecting children from radicalisation
- Teaching Online Safety in Schools (2019)
- Meeting Digital and Technology Standards in Schools and Colleges
- Generative Artificial Intelligence in Education
- Generative AI :Product safety expectations
- Suspension and Permanent Exclusions
- Arranging Alternative Provision
- Annual Report 2023-24

Direct links to all guidance – Appendix C

3. Key Definitions

3.1 Safeguarding and Promoting Welfare

As defined in Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023, safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment and abuse
- 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
- Taking action to enable all children to have the best outcomes

3.2 Child Protection

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This is covered in detail in our separate Child Protection Policy.

3.3 Early Help

Early Help means providing support as soon as a problem emerges, at any point in a child's life. It involves working with children and families to prevent problems escalating, helping them before a statutory intervention is required. Early Help is less intrusive and more effective than later intervention.

Extensive list of key safeguarding terms and definitions - Appendix I

4. School Context and Safeguarding Priorities

4.1 Our School Community

Our school serves approximately 500 pupils aged 3-11 years and employs approximately 80 staff members. We recognise that our school community has specific characteristics that inform our safeguarding approach. This includes, but is not limited to:

- **Area of high deprivation:** We serve a community where many families face socio-economic challenges (60% Pupil Premium). We recognise the increased safeguarding risks associated with poverty, including neglect, domestic abuse, mental health issues, and exploitation.
- **High proportion of pupils with Special Educational Needs and Disabilities (SEND):** We understand that children with SEND are at increased risk of harm and may face additional barriers to recognising and reporting abuse. We ensure that all safeguarding arrangements are as accessible and inclusive as possible.
- **High proportion of pupils with English as an Additional Language (EAL):** We recognise that language barriers can make it more difficult for children to express concerns and for staff to identify safeguarding issues. We provide translation services and use visual communication tools where needed.

4.2 Safeguarding Risk Factors in Our Community

Based on our knowledge of our community, and in consultation with local safeguarding partners, we have identified the following as priority safeguarding concerns:

- Neglect and inadequate supervision
- Domestic abuse and its impact on children
- Online safety risks and harmful content
- Parental mental health and substance misuse
- Pupil mental health and wellbeing
- Child exploitation (criminal and sexual)
- Child-on-child abuse, including bullying and sexual harassment
- Attendance and children missing education

4.3 Our Preventative Approach

In response to our context and identified risks, our preventative safeguarding strategy focuses on:

- Building strong, trusting relationships with children and families
- Providing early help and targeted support to families experiencing difficulties
- Employing a school based family support worker to build positive connections with families and signpost to available support and resources, as well as escalating our concerns for any families who need a higher level of support or intervention than what can be offered by the school
- Ensuring all staff are trained to recognise and respond to safeguarding concerns
- Delivering a comprehensive safeguarding curriculum teaching children how to keep safe and how to raise concerns
- Creating a safe physical and online environment in school
- Providing parents and carers with up to date guidance and support relating to keeping their children safe online and advice to respond and report any unsafe behaviour
- Creating a broad offer of mental health and wellbeing support to pupils and staff, including timely targeted support

- Working in partnership with local safeguarding agencies and support services
- **Promoting a whole-school culture where safeguarding is everyone's responsibility and staff remain aware that, when it comes to any form of harm to children, every school must hold in mind 'it could happen here'.**

5. Roles and Responsibilities

5.1 All Staff and Volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. 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.

School staff are particularly important, as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools staff form part of the wider safeguarding system for children and young people. This system is described in the statutory guidance *Working Together to Safeguard Children 2023*. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified, as well as contributing to interagency plans to provide additional support to children subject to child protection plans.

Every member of staff and volunteer has a responsibility to:

- Be alert to signs and indicators of possible abuse or neglect.
- Know and follow the procedures if a child discloses abuse or neglect.
- Record safeguarding concerns accurately on CPOMS and report them immediately to the DSL or DDSL if a child is at risk of harm.
- Support and safeguard children who have been harmed or may be at risk of harm, following guidance from the DSL or other relevant professionals.
- Create a supportive environment where children feel safe, secure, and listened to.
- Understand that some children may find it difficult to approach staff about their experiences or feelings.
- Build trusted relationships that encourage communication between children and adults.
- Recognise that high self-esteem and positive mental and physical wellbeing are protective factors for children.
- Maintain positive relationships with parents and families, recognising that openness and trust between home and school strengthens safeguarding practice.
- Adopt the 'Salford Standards for Listening': be respectful and honest, avoid requesting unnecessary re-telling, active clarification and confirmation, positive body language (including expressions and tone), capture true voice of person, transparency throughout.
- Maintain appropriate confidentiality, sharing information only with those who need to know in order to safeguard the child. Staff should never promise confidentiality to a child.
- Maintain professional boundaries and act in accordance with the Staff Code of Conduct.
- Challenge inappropriate behaviour and report concerns about staff conduct to the Headteacher.
- Ensure CPOMS log-in information is kept secure and confidential, and check that access is functioning correctly at least every half term (reporting any issues promptly).
- Understand and follow this policy and the school's Child Protection Policy.
- Attend safeguarding training and keep knowledge up to date, seeking clarification where necessary.
- Act in accordance with school policies to eliminate discrimination, harassment and victimisation, including issues relating to child-on-child abuse.
- Follow the school's Prevent procedures to safeguard children from radicalisation.
- Maintain awareness of online risks to children, recognising that these risks evolve rapidly.

- Be prepared to question decisions, actions, or inaction if they do not appear to safeguard a child effectively.
- Escalate concerns to a more senior authority if a response remains unsatisfactory.

5.2 Teaching staff

In addition to the responsibilities listed above, teaching staff must also:

- Proactively promote and foster engagement with parents and/or carers in safeguarding the welfare of children, especially where pupils or families may be facing challenging circumstances.
- Contribute to the school culture of listening to children and taking account of their wishes and feelings, and in any measures the school may put in place to protect them.
- Be aware of the specific needs of children within their class, including all vulnerable groups
- Ensure good knowledge of children's family make up and any available information relating to home life, circumstances and lived experiences
- When inheriting a new class, the teacher will have detailed handover form the previous teacher. This will include academic progress and support needs but also any other significant information such as medical needs, collection information, knowledge of home-life or any kind of known vulnerabilities or concerns regarding the child or their family. The teacher is also expected to look at the CPOMs logs for pupils in their class and gain familiarity with any previous events or concerns.
- The above also applies to a pupil joining the school mid-year. All relevant information should be sought from parents and from the child's previous setting. If there is a transfer of CPOMs history, or equivalent, this should be read by the class teacher as soon as it is available.
- Be aware of the early help process and understand their role in it
- Be aware of the process for making referrals to Children's Social Care, and their role in any subsequent statutory assessments (see also Child Protection Policy)
- Support social workers in making decisions about individual children, in collaboration with the DSL and Family Support Worker.

5.3 Family Support Worker/Attendance Officer

In addition to the responsibilities listed above, the school's family support worker must:

- Understand the early help process and their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, and their role in any subsequent statutory assessments (see also Child Protection Policy)
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Liaise with other agencies in providing support, sign posting and referrals as needed for vulnerable pupils and families in need.
- Continue to build knowledge of the local offer and support available for struggling families, including access to housing support, financial assistance and much more.
- Attendance is monitored closely and followed up in a time matter (see also Section 11: Attendance and Children Missing in Education)

5.4 Designated Safeguarding Lead (DSL)

In addition to the responsibilities listed above, the DSL (Head Teacher) also takes lead overall responsibility for safeguarding and child protection matters in the school. This includes:

- Provide advice and support to staff on safeguarding and child protection matters.
- Ensure that Safeguarding and Child Protection policies and procedures are understood and followed by all staff.
- Ensure that Safeguarding and Child Protection policies are publicly available, including to parents and carers.
- Act as the main point of contact for safeguarding partners.
- Liaise with staff across the school (including teachers, pastoral staff, school nurses, IT technicians, the Senior Mental Health Lead and the SENCO) on matters relating to safeguarding, welfare and online safety.
- Support staff to recognise the signs of abuse, neglect, and exploitation (including criminal and sexual exploitation) and understand their impact on children.
- Understand the early help process and support staff in accessing early help where appropriate.
- Decide on the appropriate response to safeguarding concerns, including whether to discuss concerns with parents/carers or refer to Children's Social Care.
- Understand and follow procedures for making referrals to Children's Social Care, including statutory assessments under the Children Act 1989.
- Liaise with Salford's Bridge Partnership and Manchester Social Services regarding suspected abuse or neglect.
- Support social workers and other professionals in decision-making about individual children.
- Monitor the wellbeing, academic achievement and progress of pupils who have a social worker, or ensure that this is undertaken by an appropriate member of staff.
- Support teaching staff in understanding the additional challenges faced by children with a social worker and the adjustments that may support their learning.
- Submit reports to, and ensure representation at, child protection conferences.
- Ensure the school contributes effectively to safeguarding plans, including participation in core group meetings.
- Notify Children's Social Care when a child subject to a child protection plan has an unexplained absence of more than two days.
- Undertake DSL training at least every two years and maintain up-to-date safeguarding knowledge.
- Access additional training opportunities provided by the Salford Safeguarding Children Partnership (SSCP).
- Complete Prevent training and support staff in protecting children from the risk of radicalisation.
- Coordinate safeguarding training for staff and governors.
- Ensure all staff and governors receive safeguarding training at induction.
- Ensure staff receive regular safeguarding updates (e.g. through staff meetings, emails or briefings) at least annually.
- Ensure all staff and governors have read and understood Part One and Annex B of Keeping Children Safe in Education.
- Ensure staff are aware of local safeguarding procedures and any updates.
- Ensure the school maintains accurate, secure safeguarding records.
- Ensure effective filtering and monitoring systems are in place on school devices and networks.
- Work with the school's IT provider to monitor and review filtering reports.
- Ensure staff receive appropriate training on filtering and monitoring systems.
- Ensure safer recruitment procedures are followed when recruiting staff and volunteers.
- Follow Local Authority procedures for managing allegations against staff, including supply staff and volunteers.
- Ensure the SSCP Escalation and Challenge Policy is shared with staff and understood.

The role of the designated safeguarding lead carries a significant level of responsibility; they will be given the additional time, funding, training, resources and support they need to carry out the role effectively.

The DSL will be available during school hours and may be contactable out of hours for urgent matters. Staff can seek advice and/or direction in person or over the phone for any safeguarding or child protection concerns. Contact details are provided on the front page of this policy.

5.5 Deputy Designated Safeguarding Lead (DDSL)

The DDSL (Assistant Head Teacher) is trained to the same standard as the DSL and will act in the DSL's absence. The DDSL supports the DSL in carrying out their responsibilities and may take on specific safeguarding projects or areas of focus as delegated by the DSL.

5.6 Designated Cared for Children Lead

(Salford have adopted the term Cared for Children (rather than Looked After Children). Keeping Children Safe in Education refers to this cohort as Looked After Children)

School have appointed a designated senior leader to promote the educational achievement and wellbeing of children who are currently, or have previously been, cared for by the local authority. This person is able to access role specific training via the Salford Safeguarding Children Partnership.

The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead, The Mental Health Lead, and the Family Support Worker to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met.

The Designated Cared for Children Lead will work as needed with the virtual school head to discuss how funding and support can be best used to secure good progress for Cared for Children and meet the needs identified in the their personal education plan.

5.7 Head Teacher

The Head Teacher is responsible for:

- Ensuring that safeguarding is of the highest priority in all aspects of school life
- Ensuring that safeguarding policies and procedures are implemented effectively
- Ensuring that the responsibilities of the named safeguarding governor are fulfilled
- Allocating sufficient time, resources, and support for safeguarding functions
- Ensuring that all staff receive appropriate safeguarding and child protection training
- Managing allegations against staff in line with statutory guidance and Local Authority policy
- Promoting a culture of safeguarding throughout the school

5.8 Governing Body

The governing body has collective responsibility for ensuring that safeguarding arrangements are effective. This includes:

- Ensuring the school complies with safeguarding legislation and statutory guidance
- Appointing a Designated Safeguarding Lead and Deputy DSL
- Appointing a named safeguarding governor
- Ensuring Safeguarding and Child Protection Policies, and any associated policies, are reviewed annually
- Providing adequate resources for safeguarding, including DSL time and training
- Receiving regular safeguarding reports and holding leaders to account

The governing body must ensure that they comply with their duties under current legislation. They must have regard to the Keeping Children Safe in Education 2025 guidance, ensuring that Safeguarding policies, procedures and training in their schools or colleges are effective and comply with the law at all times including the DfE filtering and monitoring standards. The governing body will ensure that monitoring and filtering processes are in place and the governing body receives regular reports of the outcomes of monitoring and filtering.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. All Governor Safeguarding training will be regularly updated.

Governing bodies are aware of their obligations under the Equality Act 2010, (including the Public Sector Equality Duty), Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and their local multi-agency safeguarding arrangements.

5.9 Safeguarding Governor

The Safeguarding Governor has a strategic oversight role and will:

- Ensure appropriate Safeguarding and Child Protection policies are in place and monitor their implementation
- Ensure online safety is a prominent theme in school policy and the taught curriculum.
- Monitor the effectiveness of filtering and monitoring systems in the school
- Meet as required with the DSL to discuss safeguarding matters
- Champion safeguarding at governing body meetings
- Undertake safeguarding training relevant to their role
- Report to the full governing body on safeguarding matters
- Liaises with the Headteacher to ensure that any deficiencies in safeguarding arrangements are remedied without delay.
- Ensures that the outcome of a Section 128 check has been recorded for all Governors in non-regulated activity
- Provides regular quality assurance to the Governing Board in relation to policy, procedures, audits and Section 11 statutory requirements (to ensure that all functions of the Governing Body are discharged with regard to the need to safeguard and promote the welfare of children)

6. Creating a Safe Environment

Despite the school's commitment to creating and maintaining a safe environment, including robust safeguarding protocols, staff should still remain vigilant and alert at all times to emerging needs and concerning behaviours. All staff must remember that despite every effort to keep children safe, harm and abuse can occur in any setting or any family at any time.

6.1 School Culture

School culture promotes everyone's safety and wellbeing as being of the highest priority.

- Staff create and sustain positive and trusting relationships with pupils and their families.
- Communication and pupil voice are of great importance
- Inappropriate behavior from any staff or pupils is questioned, investigated and addressed
- Children will be educated both within and outside of lessons with regards to friendships, relationships, personal conduct and appropriate boundaries.
- There is a 'zero tolerance' approach to sexual harassment and sexualized behavior of any kind – this should never be passed off as 'just having a laugh', 'part of growing up' or 'boys being boys' etc
- Staff will remember that with regards to safeguarding 'it could happen here' is applicable to any setting, including ours.

6.2 Partnerships with Parents, Carers and Families

As a school, we recognise that having and maintaining strong and positive relationships with families is a cornerstone of effective safeguarding. The building of trust in the school's approach and actions is a priority at all times. Positive relationships, built from the outset and strengthened over time, are hugely beneficial when it comes to asking probing questions about family life and circumstances or having difficult conversations about concerns. Such relationships facilitate working together effectively to secure the best outcomes for children.

6.3 Positive Behaviour Culture

We promote a positive behaviour culture where all staff are required to:

- Set clear expectations for behaviour based on respect, kindness, and responsibility
- Recognise and celebrates positive behaviour
- Address bullying, discrimination, and any form of child-on-child abuse
- Use restorative approaches to resolve conflicts
- Provide support for children whose behaviour may indicate unmet needs or safeguarding concerns
- Liaise with senior leaders where further support is needed
- Engage with parents and form collaborative relationships

An equally positive behavior culture is expected amongst pupil, with staff encouraging and supporting children to:

- show kindness, good manners, and respect toward each other, staff, and the school environment (e.g., listening when others speak, using polite language).
- know the school rules and routines and follow them independently, including transitions, lining up, and classroom behaviour.

- develop, supportive relationships with other children,, helping each other to feel safe, valued, and confident to express themselves.
- develop focus, motivation, and a willingness to participate, showing pride in themselves and growing resilience when facing challenges.
- show empathy, cooperate, and include everyone in activities, celebrating diversity and helping peers when needed.

6.4 Child on Child Abuse

Staff must remain aware that safeguarding issues can manifest themselves as child-on-child abuse. This may include, but is not limited to:

- bullying (including racial bullying, cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence or sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery)
- initiation-type violence and rituals
- online harassment, intimidation or exploitation

Abuse is abuse and will never be tolerated or passed off as “kids being kids”. Different gender issues can be prevalent at times when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We hold firm to our belief that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults or other children.

Concerns relating to child on child abuse should be reported to the DSL using the same process as any other form of suspected abuse. Staff should be vigilant of any patterns of concerning behaviour and log these alongside any specific incidents that may have also occurred. They should investigate any suggestions or reports of conflict, intimidation or abuse at the earliest opportunity. Parents should be kept informed where possible and be invited to support school staff in keeping children safe from harm.

6.5 Staff Code of Conduct

All staff are required to follow our Staff Code of Conduct, which sets clear expectations for professional behaviour. This includes, but is not limited to:

- Maintaining appropriate professional boundaries with pupils
- Avoiding situations where staff are alone with individual pupils in isolated areas
- Appropriate use of physical contact and restraint, used only when necessary and by trained staff where possible
- Responsible use of technology and social media
- Dress code and professional appearance

Any breach of the Code of Conduct will be taken seriously and may result in disciplinary action.

6.6 Managing Allegations Against Staff

We have clear procedures for managing allegations against staff that suggest they may have:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children

All allegations are reported immediately to the Head Teacher (or Chair of Governors if the allegation involves the Head Teacher) who will contact the Local Authority Designated Officer (LADO) for advice. Detailed procedures are set out in our Child Protection Policy.

6.7 Physical Environment

We maintain a safe physical environment through:

- Regular health and safety audits and risk assessments
- Secure site boundaries with controlled access points and staffed drop off/collection times
- Visitor management systems, including signing in and identification badges, as well as verification of background checks as needed
- Appropriate supervision arrangements across all areas of the school
- Well-maintained facilities that are fit for purpose

6.8 Site Security

The school office manage entry in and out of the school premises during school hours, including any approved access through internal doors into the main part of the school. The school operate an electronic signing in and out procedure, with all visitors, volunteers and parents being prompted by office staff to sign in and out.

External Gates

Entry and exit points are staffed during drop off and pick up times. Entry and exit points are secured during school hours.

6.9 Volunteers and Visitors

The school recognises the many benefits of having visitors and volunteers join us in school, however safeguarding remains of the upmost priority.

Volunteers

Volunteers are risk assessed to determine the level of DBS check required. All volunteers in regulated activity receive enhanced DBS checks. Volunteers are never left unsupervised with children until checks are complete.

Visitors

All visitors must sign in, wear identification badges, and are supervised throughout their visit unless they have undergone appropriate checks.

Contractors

We ensure that contractors and service providers have appropriate safeguarding policies and procedures in place. We avoid contractors attending the premises during school hours unless this absolutely necessary.

6.10 Emergency Protocols and Procedures

Medical Conditions

Please see separate policies, including Asthma Policy

Emergency Evacuation

Please see separate policy detailing procedure.

Invacuation (soft lockdown)

Please see separate policy detailing procedure.

Full Lockdown

Please see separate policy detailing procedure.

6.11 Safety off site

Please see Trips and Visits Policy

7. Safeguarding Through the Curriculum

Our curriculum plays a vital role in safeguarding by teaching children the knowledge and skills they need to keep themselves safe. We proactively educate our pupils about healthy relationships, respect and boundaries through our PSHE and RHE programs. Staff reassure pupils that they will be taken seriously should they seek any kind of support.

7.1 Personal, Social, Health and Economic Education (PSHE)

Through our PSHE curriculum, children learn about:

- Healthy and unhealthy relationships
- Personal boundaries and consent
- How to recognise abuse and where to get help
- Mental health and emotional wellbeing
- Diversity and respect for differences
- Safe and unsafe touches, including private parts

7.2 Relationships and Health Education

In accordance with Relationships and Sex Education (RSE) and Health Education guidance (2025), we deliver age-appropriate teaching that covers:

- Families and people who care for me
- Caring friendships and respectful relationships
- Online relationships and internet safety
- Being safe, including concepts of privacy and keeping safe online and offline
- Mental wellbeing and physical health

Our RSE curriculum is designed to be inclusive and accessible for all pupils, including those with SEND and EAL. Parents are informed when sensitive topics will be taught.

7.3 Broader Curriculum

Safeguarding themes are embedded across the wider curriculum:

- **Computing:** Online safety, responsible technology use, and digital citizenship
- **PE:** Healthy lifestyles, consent, and changing room safety
- **English and Literacy:** Stories and texts that explore themes of safety, relationships, and resilience
- **Assemblies:** Regular messages about keeping safe, reporting concerns, and seeking support

7.4 Teaching Safeguarding Topics Sensitive

We recognise that some safeguarding topics may be particularly sensitive or distressing for children who have experienced trauma or abuse. Teachers across the school ensure that they:

- Create a safe classroom environment where children feel comfortable discussing difficult topics
- Be alert to signs that a child may be distressed by lesson content
- Provide appropriate support and follow up for children who disclose concerns
- Ensure lessons are inclusive and appropriate for children with SEND and EAL
- Have an in depth knowledge of children's individual histories and lived experiences, where available

8. Safeguarding in EYFS

8.1. Nurturing relationships

Young children need to feel safe and emotionally secure in order to thrive. When children trust the adults around them, they are more confident to try new things and take part in activities. Early relationships also strongly influence brain development. Positive interactions help develop areas of the brain linked to:

- emotional regulation
- language development
- social understanding

In our school, staff establish relationships with children that are warm and responsive. All staff seek to:

- respond sensitively and consistently to children's needs
- show care and empathy
- listen to and value children's thoughts and feelings
- provide comfort and reassurance when children feel upset or unsure
- build trusting bonds with children over time

When children join EYFS they are assigned a key worker. This adult builds a close and supportive relationship with the child, seeking to get to know their needs and personality in more depth and to then help tailor their transition into school life appropriately, under the direction of the class teacher. The class teacher will assess any children who may need more specialist support.

Strong relationships help adults to notice more easily any changes in the behaviour or wellbeing of young pupils, this is of great importance given that the children's abilities and confidence in communicating may still be developing. These relationships can be vital in identifying any safeguarding concerns and exploring these with the child and their family.

Staff knowledge of the children and any changes in their presentation and emotions can sometimes be required by other professionals.

8.2. Communication Skills

In our EYFS, there is a strong focus on developing children's early language and communication skills. These skills help safeguard young children in enabling them to express their needs, feelings, and concerns more clearly and confidently. When children can communicate, they are more likely to tell adults if something is wrong or if they feel unsafe. Where children have more difficulty communicating verbally, staff must tune in even more closely to non-verbal communication and actions/behavior, as well as considering any communication aids and tools that may help the child.

8.3. Relationships with Parents and Carers

Strong relationships with parents and carers are a protective factor with regards to keeping children safe because they create open communication and trust between families and the setting. This partnership helps practitioners share information about a child's wellbeing and development, allowing concerns to be identified early. When school and home work together, we can provide more consistent support, helping to keep children safe and meet their needs even more effectively.

Home visits are conducted for all children joining our EYFS (as well as visits to the children's previous settings). These are usually done in September, however for any children or families with additional needs they are carried out in June/July. This allows more time to plan a bespoke transition and ensure all appropriate support is in place.

8.4. Staff-to-Child Ratios and Supervision

There must always be adequate staff within our EYFS classrooms to ensure the safety and well-being of our pupils. Ratios according to year group require:

- Nursery – 1:13, including a qualified teacher
- Reception – a qualified teacher per class, plus adequate support staff to meet the needs of the cohort

For off-site ratios, please see Trips and Visits Policy

Staff in our EYFS supervise pupils very closely, especially those with additional needs. This is in recognition that young children:

- cannot reliably recognise danger/hazards
- require close supervision during play, including outdoor activities
- may put objects in their mouths
- may climb unsafely
- are more likely to need support with toileting
- may require more physical support in emergencies
- may struggle with self-regulation and respond physically/impulsively if dysregulated

Children must be supervised closely when eating - they must always be in sight of staff and there must be a paediatric first aider present.

8.5. Paediatric First Aid and Training

All staff new to the Early Years team attend Paediatric First Aid training and, following this, they provide daily care to pupils as needed, as well as responding to more serious incidents and medical episodes as required. There is always a first aider present during school hours. All accidents and any treatment given are recorded in the first aid log and communicated with parents. Staff also communicate with other professionals, such as first responders and paramedics if required.

All staff, regardless of training level or confidence, must remain vigilant of the following, and seek/provide first aid support immediately:

- choking
- allergic reactions
- falls and injuries

Where children have specific medical conditions, staff will complete any appropriate training and seek support and guidance from parents and medical professionals. Some pupils may also require an individual medical plan for staff to follow.

Where children attend trips and visits off site, there will always be a trained first aider in attendance.

Staff training is recorded by the school administration team and refresher training booked as needed.

See also the school policy for Medical Conditions, Asthma Policy and Protocol for Administration of Medicine.

8.6. Role models

Staff seek to be positive role models to children at all times, including:

- teaching and modelling kindness and how to be a good friend to others
- teaching and modelling respect for all people and celebration of people's individuality and uniqueness

- teaching and modelling respect for people's privacy

8.7. Body Autonomy and Privacy

Body autonomy for young children means helping them understand that their body belongs to them and that they have a right to feel safe, respected, and comfortable with how their body is treated.

Staff teach children that they have control over their own body. In EYFS this includes helping children understand that:

- they can say no to unwanted touch (such as hugs or tickling)
- they should ask permission before touching others
- their feelings about touch should be listened to and respected

Adults support this understanding by modelling respectful behaviour at all times and helping children to express how they feel.

Staff also explain to children that some parts of the human body are private and these are generally speaking the parts of their bodies covered by their underwear. They make clear that certain activities should happen in private spaces, including: toileting, body washing, changing of underwear.

Staff teach children that some parts of the body are not for others to look at or touch unless it is a trusted adult who they feel comfortable with helping them to keep clean, healthy, or safe. In these instances, staff will communicate openly with the child and ask them what specifically they would like support with. Any direct contact with the child will require two adults to be present and parents to be informed at collection.

Staff emphasise that it is not appropriate for children to look at or touch each other's private body parts and reinforce as often as necessary:

- going into individual toilet cubicles and, where possible, closing doors (some very young children are not confident to do this)
- being respectful of children using the toilet, including not looking beneath stalls
- not playing games which involve grabbing body parts
- not playing games imitating private routines e.g. toileting

Through all of the above, children learn to:

- develop confidence and self-respect
- understand personal boundaries
- recognise when something feels unsafe or uncomfortable

Body autonomy and privacy are an essential part of safeguarding; children learn to speak up and seek help from trusted adults if something does not feel right. This understanding is revisited and built upon further as children move up through the school.

8.8. Intimate Care and Toileting Support

Please see the school's Intimate Care Policy (There is a standard version of this, but may also be personalised versions in place – check with child's class teacher).

8.9. Safeguarding during Sleep and Rest

In the unlikely event that a child falls asleep, or lies down to rest, during the school day, staff must ensure:

- the child is clearly in view at all times
- the child is checked regularly

- the sleeping area is safe
- where the child is, or may be unwell, an adult stays in even closer proximity and the child's temperature is taken
- if staff are concerned, they will ask a first aider to assess the child and may need to contact parent to collect

9. Online Safety and Digital Safeguarding

Technology and the internet play a significant role in children's lives and there can be many benefits to this. However, all staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that all children are at risk of abuse online as well as face to face in daily life.

Technology, and the risks and harms related to it, evolve, and change rapidly. The school will review and revise its approach to online safety regularly, with support from relevant professionals, to ensure that it stays as up-to-date as possible with emerging risks and dangers online. Our approach to online safety is to educate, protect, and empower children to use technology safely and responsibly.

We must ensure that all staff:

- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home
- Promote online safety and its importance to parent, carers and families.
- Respond to parental requests for support to keep their child/ren safe online
- Inform parents promptly if any concerns arise about their child's activity online
- Recognise that online interactions can lead to low self-esteem, bullying, self-harm, grooming, exploitation, radicalisation and many more unfavourable outcomes for children.
- Recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation

9.1 Online Safety Education

We teach online safety through:

- A planned online safety curriculum integrated into computing and PSHE lessons
- Age-appropriate lessons about online risks, including cyberbullying, grooming, and harmful content
- Teaching children how to report concerns and where to get help
- Regular assemblies and awareness campaigns (e.g. Safer Internet Day)
- Parent workshops and information sessions on supporting online safety at home

9.2 Technical Safeguards

We maintain appropriate technical safeguards including:

- **Filtering:** Internet filtering systems that block access to inappropriate content, including pornography, violence, extremist material, and illegal content.
- **Monitoring:** Systems to monitor internet use and identify concerning behaviour or access to harmful content. Alerts are reviewed by the DSL.
- **Device Security:** School devices have appropriate security settings and anti-virus software.
- **Network Security:** Secure networks with password protection and user authentication.
- **Generative AI:** Where AI tools are used, appropriate safeguards are in place in line with DfE guidance on generative AI (2025).

Staff are informed about filtering and monitoring systems and their responsibilities in relation to online safety. The effectiveness of our filtering and monitoring is reviewed regularly by the DSL and IT staff (currently RM).

9.3 Responding to Online Safety Incidents

Staff must respond promptly to online safety incidents, including:

- Cyberbullying and online harassment
- Sharing of indecent images (including youth-produced sexual imagery)
- Online grooming and exploitation
- Exposure to harmful content (e.g. extremism, self-harm, eating disorders)
- Exposure to misinformation, disinformation, and conspiracy theories
- Inappropriate contact from adults

All online safety incidents are reported to the DSL and recorded. Where incidents indicate a safeguarding concern, the school will follow child protection procedures.

10. Supporting Vulnerable Pupils

We recognise that certain groups of children may be more vulnerable to harm and require additional support and monitoring. We also understand the lasting impact that adversity and trauma can have including on children's behaviour, mental health and emotional well-being and academic attainment. Staff are aware that these factors must be considered alongside educational outcomes and inform the support offered to individual children and their families. As a school, we ensure all staff are provided with training to understand and recognise Adverse Childhood Experiences (ACE's) and the negative impact they can have.

10.1 Key Vulnerable Groups

- Children with a social worker (including TAF, CIN, CP)
- Children affected by parental mental health, substance misuse, or domestic abuse
- Cared For Children and Previously Cared for Children (previously referred to as LAC)
- Young carers
- Bereaved children
- Children who are asylum seekers or refugees
- Children at risk of exploitation, radicalisation, or involvement in criminal activity
- Other children for any reason that present as vulnerable e.g. where a family have been made homeless

Support for these children is dependent on an assessment of their needs, often done in consultation with the DSLs, family support worker, class teachers, parents/carers and possibly other professionals/agencies.

Support may include, but is not limited to:

- Additional 'check ins'/1:1 time with teacher or TA
- Additional 'check ins'/1:1 time with the school's family support worker
- Consultation with SSCP
- Arrangement of counselling sessions
- Referral to S-Thrive/M-Thrive
- In school support from I thrive, including: workops, interventions, assemblies
- Signposting or referral to other support groups e.g. Young Carers
- Early Help offer for family

10.2 Children with SEND

Children with SEND are at increased risk of abuse and may face additional barriers in recognising abuse and communicating their feelings or concerns. We must:

- Ensure safeguarding information and education is as accessible as possible for all children
- Provide alternative communication methods (visual aids, symbols, signing) where needed
- Work closely with parents and specialists to understand each child's needs
- Remain vigilant to changes in behaviour that may indicate abuse
- Recognise that children with SEND may experience bullying and child-on-child abuse

10.3 Children with EAL

Language barriers should not prevent children from receiving protection. We must:

- Use translation services and bilingual staff to communicate with children and families, where appropriate
- Provide visual resources and non-verbal communication tools
- Build trusting relationships with families to facilitate open communication
- Not be afraid to ask questions to learn more about cultural practices and beliefs
- Remain aware of some specific cultural practices that constitute harm (e.g., FGM, forced marriage)

10.4 Children Living in Deprived Circumstances

We recognise that poverty can be a risk factor for safeguarding concerns including neglect, domestic abuse, and exploitation. We must:

- Offer early help to families experiencing hardship
- Signpost families to support services (food banks, benefits advice, housing support)
- Provide financial assistance for school trips, uniform, and equipment where possible
- Work with families in a non-judgmental and supportive manner
- Monitor attendance and wellbeing of children from disadvantaged backgrounds

10.5 Educational Outcomes for Vulnerable Pupils

Staff can only promote good educational outcomes by knowing and understanding the developmental needs, welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

Teaching staff will:

- Ensure they know which children in their class fall into all of the categories listed above, understand their academic progress and attainment, and maintain a culture of high aspirations for children within each of these cohorts
- Provide additional academic support or reasonable adjustments to help children in any of these vulnerable groups reach their potential, recognising that even when other higher level intervention (such as social care) has ended, there is still a lasting impact on children's educational outcomes.
- Seek support from the DSL/Headteacher or other senior leaders if they feel they are struggling to meet the needs of any vulnerable pupils.

11. Attendance and Children Missing Education

Regular school attendance is essential for children's safety, wellbeing, and development and hence knowing where children are during school hours is an extremely important aspect of a strong safeguarding culture. Absence from school, particularly persistent or unexplained absence, can be a warning sign of safeguarding concerns.

11.1 Monitoring Attendance

- Attendance is monitored daily and concerns are followed up promptly
- First-day calling procedures are in place for unexplained absences
- Parents and carers are reminded to keep contact details up-to-date at all times.
- Patterns of absence are analyzed to identify children at risk
- Home visits are conducted when we cannot make contact with families
- We work with the Education Welfare Service and other agencies to improve attendance
- Notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Staff monitoring attendance, as well as class teachers and DSLs, are vigilant of any signs or indicators of: travelling to conflict zones, FGM or forced marriage (including knowing that in the UK it is illegal for anyone under the age of 18 years of age to marry even if violence threats or coercion are not used)

11.2 Children Missing From Education

In accordance with statutory guidance, we have procedures to identify and respond to children missing from education. We will inform the local authority when a pupil:

- Fails to attend regularly or has been absent without permission for 20 school days (or 5 consecutive days) or more without reason
- Leaves school to be home educated
- Moves location without a new school being confirmed
- Is expected to join the school but fails to take up their place
- Is medically unfit to attend school for a prolonged or indefinite period
- Is permanently excluded
- Is going to be removed from the school roll for any other reason
- Is believed to be missing from education

We will not remove a child from roll without following the appropriate procedures and ensuring the LA is notified.

11.3 Build-up Timetables

Build-up timetables will only be used in exceptional circumstances, as a short-term measure with clear review dates. Where a build-up timetable is in place, safeguarding arrangements will be discussed with parents to ensure the child is safe during times they are not in school. Notification is also given to the Local Authority.

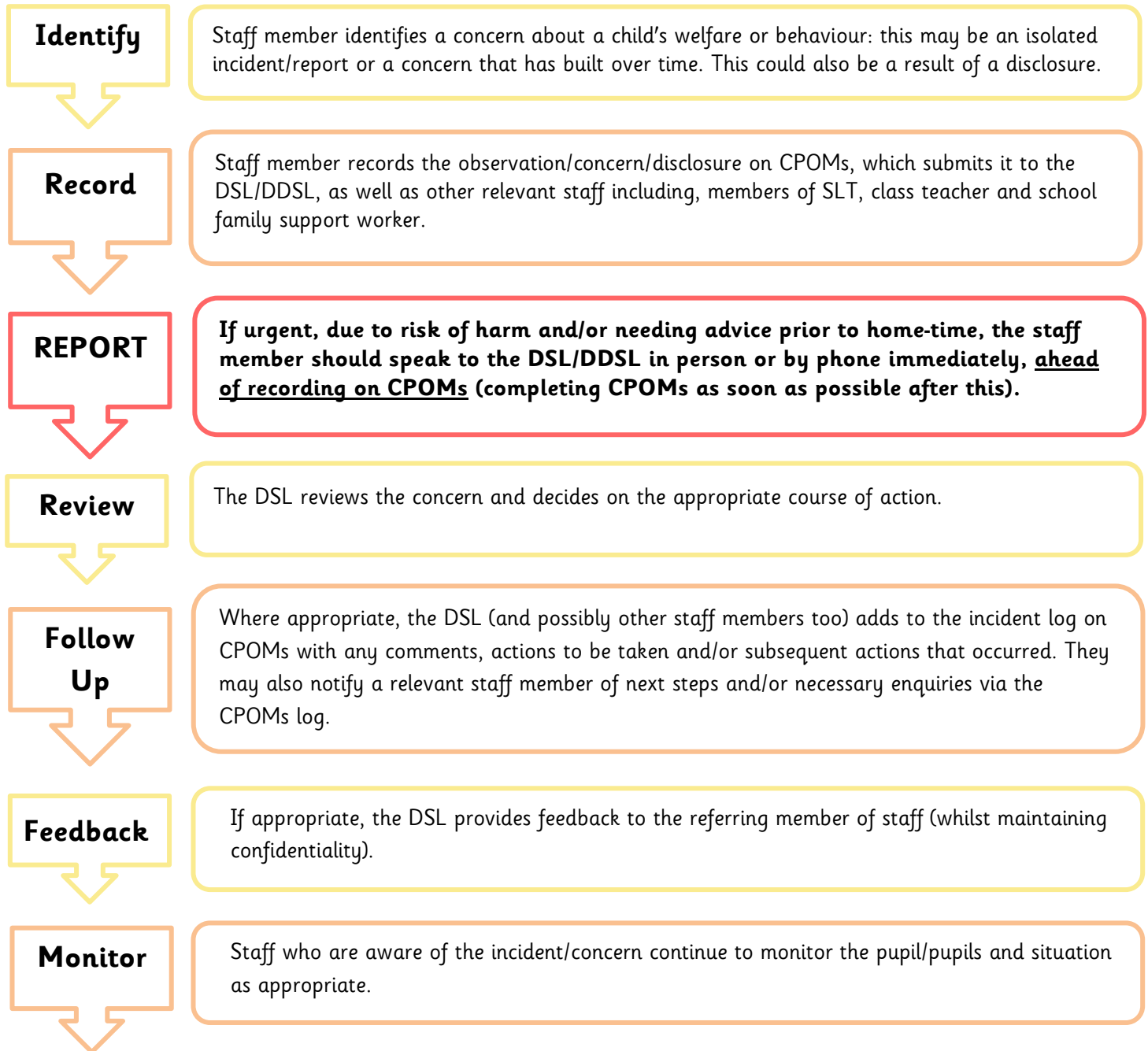
Strategies are in place to actively encourage any disaffected or disengaged young people to re-engage with education opportunities within the school. Staff work collaboratively to build up a picture of the child's needs and feelings and to consider what adjustments might be appropriate.

11.4 Fixed Term and Permanent Exclusions Please refer to School Exclusion Policy and Protocol

12. Procedures for Reporting Concerns

12.1 Internal Reporting Procedure

All safeguarding concerns must be shared with DSL or DDSL. The process is:



If for any reason the CPOMs system is inaccessible, please find a paper Safeguarding Concern Form in Appendix D

12.2 External Reports of Concern

Where a report comes from outside of school, e.g. another parent, a neighbour etc, this must be logged and shared with the DSL in the same way a concern from within school would be (see above). If there is a risk of significant harm or a claim that harm or abuse has taken place, this must be recorded and escalated to Children's Services and, if appropriate, the Police.

The receiving staff member should gain as much information as possible from the reporting person (also recording their details and contact information if willingly provided). **They must not disclose any known information about the child, their circumstances or their family to this person.** The person reporting concerns may choose to contact Children's Services, however if staff feel that Children's Services or the Police need to be informed, they should not rely on anyone else doing so.

12.3 Use of CPOMs

All records will include:

- a clear and comprehensive summary of the concern, written in a manner that is both objective and accurate

Some will include:

- a linked student or sibling being added where relevant
- details of how the concern was followed up and resolved, including any actions taken or decisions made

Past concerns for children, and what happened in response to the concerns, can be very important information for staff members who may have concerns for the child at a later time. When adding a concern, the staff member should:

- look back at any previous entries on the child's log to look for connections or patterns which may indicate either persistent or escalating concern.
- speak to staff who know the child best and enquire about their recent presentation and wellbeing (whilst maintaining appropriate confidentiality).

As well as concerns relating to abuse, neglect or exploitation of any kind, staff also ensure that any incidents or concerns relating to bullying, cyberbullying, prejudice-based or discriminatory language or actions are recorded, reviewed, and responded to by the relevant staff member which may be the class teacher, SLT or the DSL/DDSL depending on the severity or frequency of concern. This information is also used to inform and enhance the whole school approach to anti-bullying.

Staff, in particular the office team, will log concerns relating to the punctuality and attendance of pupils. The office, as well as other staff members, may at times log the presentation of pupils on arrival at school, if this in any way raises concerns.

12.4 CPOMs Access

CPOMs records held within school are only accessible to certain staff members. Currently:

- The DSL, DDSL, SLT and Family Support Worker can view all records for all children. They can add concerns and actions for any child in the school. They receive all notifications of concerns and actions for all pupils.
- Class teachers can see all records for their current class only, but can still add concerns for any child in the school. They receive notifications of any new concerns and/or actions for their current class.
- All other staff members do not have access to any records and do not receive notifications of any kind. They are able to add concerns for any child in the school.

Staff should not have access to the profile or notifications for any family members within the school, regardless of their level of authority. Staff members should not access information held on CPOMs on behalf of someone else, for example, looking at a colleague's relative on their behalf.

CPOMs tracks the activity of staff members, including which profiles they have accessed or edited, and at what time.

12.4 Storage of Information

Safeguarding and Child Protection records and logs are held securely and electronically within the CPOMs System. Access is limited and some actions require multi-factor authorisation.

Any paper based confidential documents relating to the safeguarding of pupils are kept in a secure place, marked 'Strictly Confidential'. Where possible, they are scanned and uploaded onto the pupil's CPOMs file and the paper version securely disposed of. Where relevant, a duplicate may also be stored in the pupil's SEND/Medical file, which is a confidential folder on the staff drive with access limited to Senior Leaders and SENDCos.

All Child Protection and Safeguarding records must be retained by educational establishments until the child's 25th birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.

12.5 Transfer of Information

Where a pupil leaves the school, the designated safeguarding lead (or someone appointed by them to do so) will ensure that their Child Protection and Safeguarding files are transferred to their new school as soon as possible, ideally within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This is to allow the new school to have support in place for when the child arrive as well as being aware and vigilant of any current risks or concerns. The person making the transfer will ensure secure transit, and confirmation of receipt will be obtained. Records should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENDCos, are aware, as required.

As the originating school we may consider whether to retain a copy of the pupil's records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.

13. Whistleblowing

13.1 Overview

The school promotes a culture of openness, transparency, accountability, and safeguarding. All staff have a responsibility to speak up where they have concerns about safeguarding practice, behaviour, decision-making, or conduct that may place children at risk of harm.

Whistleblowing is the process by which staff raise concerns about poor practice, unsafe conduct, wrongdoing, or failures in safeguarding arrangements.

Staff should feel able to raise concerns without fear of negative consequences where concerns are raised honestly and in good faith.

Safeguarding concerns should never be ignored, minimised, or delayed because of hierarchy, seniority, relationships, or uncertainty.

13.2 When Staff Should Consider Whistleblowing

Whistleblowing may be appropriate where staff have concerns regarding:

- Conduct that may place children at risk of harm
- Poor safeguarding practice or unsafe decision-making
- Failure to act on safeguarding concerns
- Deliberate concealment of safeguarding information
- Breaches of statutory safeguarding guidance
- Unsafe recruitment practices
- Serious breaches of professional boundaries
- Inappropriate behaviour by adults working with children
- Concerns that safeguarding procedures are not being followed
- Victimisation of staff who raise safeguarding concerns
- Actions that undermine the school's safeguarding culture

Whistleblowing may relate to actions by colleagues, leaders, governors, volunteers, contractors, or external professionals.

13.3 Raising a Concern

Staff should normally raise concerns internally in the first instance.

This may include reporting concerns to:

- The Designated Safeguarding Lead (DSL)
- The Headteacher
- The Chair of Governors (where concerns relate to the Headteacher)
- The governing body or proprietor where appropriate

Concerns should be:

- Raised promptly
- Recorded factually
- Supported by observations rather than assumptions
- Escalated where concerns remain unresolved

13.4 Escalation and External Reporting

Where staff believe concerns have not been appropriately addressed internally, they should seek external advice or report concerns externally.

This may include:

- Local Authority safeguarding services
- Regulatory or inspectorate bodies
- Professional regulatory bodies
- Other relevant statutory agencies

Staff should refer to the school's separate Whistleblowing Policy for detailed reporting arrangements.

13.5 Protection for Staff

The school will:

- Encourage staff to raise concerns
- Treat concerns seriously and proportionately
- Ensure concerns are considered fairly
- Support staff who raise concerns appropriately
- Not tolerate victimisation, intimidation, or retaliation against individuals acting in good faith

The welfare of children remains paramount in all decision-making.

14. Low Level Concerns about Adults Working with Children

14.1 Overview

The school recognises the importance of creating and maintaining a culture in which concerns about adults working with children are identified, shared, recorded, and addressed promptly.

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

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and/or
- Does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Low-level concerns form part of safer culture and should not be viewed as insignificant.

14.2 Purpose of the Low-Level Concerns Process

The purpose of managing low-level concerns is to:

- Maintain a safe and open culture
- Identify patterns of concerning, problematic, or inappropriate behaviour early
- Enable supportive and proportionate intervention
- Clarify expectations and professional boundaries
- Prevent escalation into more serious concerns

Low-level concerns should be addressed professionally and proportionately.

14.3 Examples of Low-Level Concerns

Examples may include:

- Being overly familiar with children
- Inconsistent professional boundaries
- Using language that is inappropriate or unprofessional
- Favouritism or perceived favouritism
- Unnecessary one-to-one situations
- Failing to follow school procedures
- Contact with pupils outside agreed protocols
- Personal device use inconsistent with school expectations
- Inappropriate communication methods
- Minor breaches of the staff code of conduct
- Behaviour outside work that may raise professional concerns

This list is not exhaustive.

14.4 Reporting Low-Level Concerns

All staff are encouraged to report concerns, including concerns about themselves.

Concerns should normally be reported to:

- The Headteacher
- The Chair of Governors where the concern relates to the Headteacher

Reports should:

- Be made as soon as reasonably possible
- Include factual information
- Avoid assumptions or conclusions
- Be recorded appropriately

Staff should never assume someone else will report a concern.

14.5 Responding to Low-Level Concerns

When a low-level concern is raised, the school should:

- Establish the facts proportionately
- Consider context and safeguarding implications
- Identify whether patterns of behaviour exist
- Decide whether advice, support, management action, training, or escalation is required
- Determine whether the concern meets the threshold for referral to the LADO

Not all low-level concerns require formal disciplinary action.

14.6 Recording and Monitoring

The school will:

- Record all low-level concerns appropriately
- Maintain records securely and confidentially
- Monitor concerns over time to identify emerging patterns
- Distinguish between low-level concerns and allegations meeting LADO thresholds

Records should support safer recruitment and safeguarding oversight where relevant.

14.7 Relationship Between Low-Level Concerns and LADO Referrals

Low-level concerns are separate from allegations that meet LADO criteria.

Where information suggests an adult may:

- Have harmed a child
- May have harmed a child
- May have committed a criminal offence against a child
- May pose a risk of harm to children
- May not be suitable to work with children

**These concern should be managed under allegations procedures and referred to the LADO as appropriate
– See guidance in school Child Protection Policy.**

The school recognises that early identification and appropriate response to low-level concerns contributes to a stronger safeguarding culture and improved outcomes for children.

15. Safer Recruitment and Selection

We are committed to recruiting staff and volunteers who share our commitment to safeguarding children. Our safer recruitment practices ensure that unsuitable people are prevented from working with children.

15.1 Recruitment Process

- **Job Advertisements and Application Packs:** All recruitment materials include a clear statement about our commitment to safeguarding and state that posts are subject to enhanced DBS checks.
- **Application Forms:** Require full employment history with explanations for any gaps – these gaps are also checked at interview. Applications without gaps explained will not be considered.
- **Shortlisting:** Conducted by at least one person who has completed safer recruitment training.
- **Interview Panel:** At least one member has completed safer recruitment training. Safeguarding questions are included in interviews.
- **References:** Obtained before interview where possible. References verified and explored if any concerns.
- **Identity Checks:** Right to work in the UK and identity verified through original documents before employment begins.

15.2 Pre-Employment Checks

No member of staff or volunteer will be permitted to start work until all required checks are completed. The following checks are undertaken:

- **Enhanced DBS Check:** All staff receive an enhanced DBS check with barred list information.
- **Prohibition Checks:** Teachers are checked against the Teacher Services' system to ensure they are not prohibited from teaching.
- **Section 128 Check:** For those in management positions, we complete Section 128 direction checks.
- **Overseas Checks:** For staff who have lived or worked abroad, we obtain certificates of good conduct or equivalent checks.

15.3 EYFS Statutory Checks

From September 2025, it is a statutory requirement to obtain references for *all staff (including students and volunteers)* before they start work. Guidance recommends a minimum of two professional references, typically including the most recent employer. They should be from a current/most recent employer, training provider, or education setting, and completed by a senior person with authority. Settings should not accept open references ("to whom it may concern"), or ones supplied by the candidate, and must verify they are genuine.

Content of references must include safeguarding suitability. They should confirm:

- suitability to work with children
- employment history and conduct
- any substantiated safeguarding concerns or allegations
-

References must be checked and followed up if needed, including contacting referees to clarify unclear information and ensure accuracy as part of safer recruitment checks.

15.4 Single Central Record

We maintain a Single Central Record (SCR) of all pre-employment checks. The SCR is regularly audited by the Head Teacher and Safeguarding Governor to ensure compliance. The record includes all staff, volunteers, governors, and regular contractors who have contact with children.

16. Staff Training and Development

All staff receive safeguarding training that enables them to understand their safeguarding responsibilities and equips them to recognise and respond appropriately to safeguarding concerns.

16.1 Induction Training

All new staff, volunteers, and governors receive safeguarding training during their induction. This includes:

- Copies of the school's Safeguarding and Child Protection policies, which detail how to report concerns and access safeguarding support and guidance
- Part One and Annex of Keeping Children Safe in Education 2025
- The Staff Code of Conduct and Behaviour Policy
- The identity and contact details of the DSL and DDSL
- Copy of the school's Intimate Care Policy, where relevant to their role

16.2 Whole-Staff Training

All staff receive updated safeguarding training at least every 18 months. This training focuses primarily on local and national updates, but may also include:

- Signs and indicators of abuse and neglect
- How to respond to disclosures
- Contextual safeguarding and extra-familial risks
- Online safety, including filtering and monitoring expectations
- Cybersecurity
- Prevent
- Mental health and wellbeing
- Updates to legislation and guidance

In addition to formal training, staff receive regular safeguarding updates through weekly e-bulletins, emails, staff meetings, and professional development sessions.

Staff are given support and training regarding how to log onto the CPOMs system to report concerns and can request a refresher of this training at any time.

16.3 DSL Training

The DSL and DDSL undertake specialist training every two years, which includes:

- The role and responsibilities of the DSL
- Managing safeguarding referrals and working with external agencies
- Supporting staff in recognising and responding to safeguarding concerns
- Record-keeping and information sharing
- Early help processes and thresholds for intervention
- Specific safeguarding issues relevant to our local context
- Prevent
- Online safety

As a minimum, the Designated Safeguarding Lead and Deputies will attend a two day Foundation Course, preferably prior or as soon as possible after beginning the role of Designated Person. This training will provide the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care in the safeguarding continuum and the assessment process for providing early help and statutory intervention. This Foundation Training can be refreshed after a period of two years with a one day Refresher course.

Further to this, the Designated Safeguarding Lead and Deputies will attend the SSCP Working Together to Safeguard Children and the Multi Agency Level 3 Speaker (or equivalent) courses.

16.4 Safer Recruitment Training

At least one member of every recruitment panel has completed safer recruitment training, which is refreshed every five years.

16.5 Governor Training

All governors receive safeguarding training appropriate to their role. The Safeguarding Governor undertakes enhanced training to enable them to provide effective challenge and support.

17. Information Sharing and Record Keeping

17.1 Principles of Information Sharing

The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. *See also ICO guidance, which includes information about the school's obligations and how to comply, including protecting personal information, and providing access to official information.*

Effective information sharing is essential for safeguarding children. Staff must:

- Be open and honest with the person from the outset about why, what, how and with whom information will be shared
- Seek consent to share information, unless doing so would place a child at increased risk
- Remember that the Data Protection Act 2018 and UK GDPR are not barriers to the necessary sharing of information
- Consider safety and wellbeing at all times
- Share with consent where appropriate and respect a person's decision not to consent, unless there is a safeguarding reason not to
- Share necessary, proportionate, relevant, accurate, timely and secure information
- Where appropriate, keep a record of your decision and reasons for sharing or not sharing

17.2 Record Keeping

Accurate and timely record-keeping is essential for effective safeguarding. All safeguarding records must be:

- Factual, clear, and include direct quotes where possible
- Dated, timed, and signed by the person making the record (or evidence who the reporting person is, if electronic)
- Stored securely with restricted access to the DSL and other authorised staff only
- Retained in line with data protection legislation and school policies
- Transferred to a child's new school in accordance with KCSIE guidance

17.3 Confidentiality

Basic principles regarding confidentiality are upheld by all staff and governors and requested of parents, where appropriate. The Governing Body will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

All staff remain aware of the legal responsibility related to confidential information that should only be shared with those who need to be involved, in line with statutory requirements in Keeping Children Safe in Education.

The staff who information will be passed onto will vary depending on the risks and needs involved. For example, if information relates to who is or isn't allowed to collect a child from school, then this information would be shared with the class teacher, parallel class teacher, class teaching assistants or any teaching assistants who may cover the class, office staff, staff in aftercare provision or after school clubs and possibly members of the senior leadership team.

Practitioners in a school work together best to safeguard children where there is a justifiable exchange of relevant information between them at key times, for example, a detailed handover when children transition to a new class.

In most cases, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 2018, European Convention on Human Rights, Article 8*). However, 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. Wherever possible, consent should be obtained before sharing personal information with third parties, but may be waived in the certain circumstances - legal advice may be sought if in doubt.

'Safeguarding of children and individuals at risk' allows practitioners to share information without consent where there is good reason to do so, including where the sharing of information will enhance the safeguarding of a child at risk of harm. The decision making process must weigh up what might happen if the information is shared against what might happen if it is not shared.

Where consent cannot be obtained to share information, or consent is refused, or where seeking it may undermine the prevention, detection, or prosecution of a crime, the practitioner must judge from the facts whether there is enough public interest to justify sharing information. A concern in relation to protecting a child from significant harm, promoting the welfare of children, protecting adults from serious harm or preventing crime and disorder are all well within public interest.

Further guidance on information sharing and for staff who have to make decisions about sharing information can be found at: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Adults working with children know not to promise confidentiality to a child who is making a disclosure or sharing concerning information. They should seek to explain, in an age appropriate way, why they may need to pass on information in order to promote or ensure safety and well-being.

18. Partnership Working

Safeguarding children often requires effective multi-agency working. We are committed to working in partnership with parents, carers, and external agencies to protect children from harm and promote their welfare.

18.1 Working with Parents and Carers

We work in partnership with parents and carers to support children's safety and wellbeing.

As a school we:

- Communicate our safeguarding commitments clearly through our website, newsletters, and meetings
- Seek to involve parents in decisions about their child's education and welfare
- Offer support and signposting to families experiencing difficulties
- Share concerns with parents, except where doing so would place a child at increased risk
- Follow a yearly calendar of Parental Engagement opportunities, enabling parents to spend more time in school with their own children and facilitating the building of strong and trusting relationships with staff members
- Organise external speakers to come into school to deliver parent/carers workshops on relevant themes e.g. online, safety, wellbeing, sleep

18.2 Salford Safeguarding Children Partnership

We work collaboratively with the Salford Safeguarding Children Partnership including accessing online support and guidance and also training (both in person and online).

18.3 Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. It involves working with children and families to prevent problems escalating, helping them before a statutory intervention is required. Early help is less intrusive and more effective than later intervention. Early help support can be requested or initiated by the school, the family or a, typically the family support worker or SENDCo, and the family assigned an Early Help Practitioner.

18.4 Referrals to Social Care or LADO

See also the school's Child Protection Policy.

Key Contacts - Salford:

- **The Bridge Partnership (Referrals):** 0161 603 4500 (8:30am-4:30pm Monday-Friday)
- **Email:** worriedaboutachild@salford.gov.uk
- **Emergency Duty Team (Out of Hours):** 0161 794 8888
- **Local Authority Designated Officer (LADO):** 0161 603 4350/0161 603 4294 Plus:
- **Online referral form to be sent within 24 hours to** LADO@salford.gov.uk

Key Contacts - Manchester:

- **Manchester Contact Centre (Referrals):** 0161 234 5001 (24 hours a day, 7 days a week)
- **Email:** mcsreply@manchester.gov.uk

18.5 Other Key Partners

- **Greater Manchester Police:** 101 (non-emergency), 999 (emergency)
- **Prevent (Radicalisation concerns):** 0161 856 6362 (GMP) or channel.project@gmp.police.uk
- **GMP Public Protection Investigation Unit (PPIU)** – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or email parklane.ppiu@gmp.police.uk
- **NSPCC Helpline:** 0808 800 5000
- **Childline:** 0800 1111
- **0-19** Children's nursing team, Salford

19. Monitoring and Review

19.1 Policy Review

This policy will be reviewed annually by the DSL, Head Teacher, and Safeguarding Governor. It will be updated to reflect:

- Changes to legislation and statutory guidance
- Learning from serious case reviews and local practice reviews
- Changes to our school context and identified risks
- Feedback from staff, pupils, parents, and external agencies

The policy is approved by the governing body and published on the school website.

19.2 Safeguarding Audits

The DSL conducts regular safeguarding audits to evaluate the effectiveness of our preventative safeguarding arrangements. This includes:

- Review of safeguarding concerns and trends
- Analysis of training completion rates
- Evaluation of early help interventions and outcomes
- Assessment of partnership working effectiveness
- Pupil voice activities to understand children's experience of safety in school

19.3 Reporting to Governors

The DSL provides termly safeguarding reports to the governing body. These reports include:

- Number and nature of safeguarding concerns
- Training completion and professional development activities
- Policy updates and changes to statutory guidance
- Audit findings and action plans
- Safeguarding priorities for the coming term

Reports are anonymised to protect the confidentiality of children and families.

20. Appendices

Appendix A – Signs and Indicators of Abuse

Appendix B - Specific Safeguarding Issues

Appendix C – Guidance Links

Appendix D - Safeguarding Concern Paper Form

Appendix E – Useful Resources and Contacts

Appendix F - Unconscious Bias

Appendix G - Additional DSL Training

Appendix H - Safeguarding Dictionary

Appendix I - Safeguarding Acronyms

Appendix J – Policy Sign off and Review

Appendix A: Signs and Indicators of Abuse

This appendix provides guidance on recognising possible signs of abuse. It is important to remember that the presence of one or more indicators does not necessarily mean that abuse is taking place, but staff should remain alert and report concerns to the DSL.

Physical Abuse

Physical abuse may involve, but is not limited to:

- Unexplained injuries, particularly if they occur regularly or are in unusual locations
- Injuries inconsistent with the explanation given
- Bruises, burns, bites, fractures, or other injuries
- Flinching when approached or touched
- Fear of going home or reluctance to change for PE

Emotional Abuse

Emotional abuse may present as, but is not limited to:

- Low self-esteem, lack of confidence, or fear of failure
- Excessive seeking of approval or attention
- Withdrawn behaviour or difficulty forming relationships
- Sudden changes in behaviour or emotional outbursts
- Self-harm or depression

Sexual Abuse

Sexual abuse may be indicated by, but is not limited to:

- Sexually inappropriate behaviour or language beyond the child's developmental stage
- Reluctance to undress for PE or avoidance of physical activities
- Pain, itching, bruising, or bleeding in genital or anal areas
- Regression to younger behaviour such as thumb-sucking or bed-wetting
- Disclosure or hints about sexual activity or abuse

Neglect

Neglect may manifest as, but it not limited to:

- Persistent hunger, poor hygiene, or inadequate clothing
- Untreated medical or dental problems
- Frequent lateness or absence from school
- Lack of supervision or being left alone inappropriately
- Developmental delays or failure to thrive

Appendix B: Specific Safeguarding Issues

Staff should be aware of the following specific safeguarding issues and know how to respond:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Children can be exploited sexually or criminally. Warning signs include unexplained gifts or money, older friends or relationships with adults, going missing, changes in behaviour or appearance, substance misuse, or evidence of physical or sexual assault. Any concerns must be reported to the DSL.

Female Genital Mutilation (FGM)

FGM is illegal in the UK. Staff have a mandatory duty to report to the police any disclosure by a girl under 18 that FGM has been performed on her, or any observation of physical signs that FGM may have been performed. This must be reported directly to the police (101) as well as to the DSL.

Forced Marriage and Honour-Based Abuse

Forced marriage is illegal and distinct from arranged marriage. Warning signs include being withdrawn from school, absence for extended periods, anxiety about forthcoming holidays, or a sudden announcement of engagement. Honour-based abuse can include physical abuse, emotional abuse, and controlling behaviour. Any concerns must be reported to the DSL.

Radicalisation and Extremism

Schools have a duty under the Prevent strategy to have due regard to preventing people from being drawn into terrorism. Signs include changes in behaviour, isolation from peer group, possession of extremist literature, or expressing views that are discriminatory or extreme. Any concerns should be reported to the DSL who may make a referral to the Channel programme.

Child-on-Child Abuse

Children can abuse other children. This includes bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, 'upskirting', initiation/hazing, and harmful sexual behaviour. All child-on-child abuse is unacceptable and will be taken seriously. We adopt a zero-tolerance approach and ensure victims are supported and perpetrators are held accountable. Any concerns must be reported to the DSL.

Mental Health

Mental health problems can be an indicator of abuse, neglect, or exploitation. Staff are trained to recognise early warning signs and know that where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact on their mental health and wellbeing. Where a child's mental wellbeing is a cause for concern, the DSL and Senior Mental Health Lead must be informed.

Domestic Abuse

Children witnessing domestic abuse is a form of child abuse. Signs include anxiety, depression, aggression, behavioural problems, and difficulties at school. We work with Operation Encompass to ensure we are informed when police have been called to domestic incidents involving our pupils.

Appendix C: Guidance Links

Primary Legislation

- Section 128 and 175 of the Education Act 2002 - requires governing bodies to make arrangements to safeguard and promote the welfare of children
<https://www.legislation.gov.uk/ukpga/2002/32/contents>
- The Children Act 1989 and 2004 - provides the legislative framework for child protection
https://assets.publishing.service.gov.uk/media/60e6fb43d3bf7f56896127e5/The_Children_Act_1989_guidance_and_regulations_Volume_2_care_planning_placement_and_case_review.pdf
<https://www.legislation.gov.uk/ukpga/2004/31/contents>
- The Equality Act 2010 - protects children from discrimination
<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2025
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
- Working Together to Safeguard Children 2023
https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
- Early Years Foundation Stage Framework 2025
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>
- Working Together to Improve School Attendance: 2024
https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Additional Key Guidance

- Relationships and Sex Education (RSE) and Health Guidance (2025)
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf
- Prevent Duty Guidance 2023 - protecting children from radicalization
https://assets.publishing.service.gov.uk/media/65e5a5bd3f69457ff1035fe2/14.258_HO_Prevent+Duty+Guidance_v5d_Final_Web_1_.pdf

- Teaching Online Safety in Schools (2019)
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>
- Meeting Digital and Technology Standards in Schools and Colleges
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>
- Generative Artificial Intelligence in Education
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- Generative AI :Product safety expectations
<https://www.gov.uk/government/publications/generative-ai-product-safety-standards/generative-ai-product-safety-standards>
- Suspension and Permanent Exclusions
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- Arranging Alternative Provision
https://assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf
- Annual Report 2023-24
https://assets.publishing.service.gov.uk/media/67c97b1dd0fba2f1334cf300/Child_Safeguarding_Practice_Review_Panel_annual_report_2023_to_2024.pdf

Appendix D: Safeguarding Concern Paper Form

If on any occasion, the CPOMs electronic system is unavailable, staff should use this form to record any safeguarding concerns. The completed form should be submitted to the DSL or DDSL immediately. Do not delay reporting a concern because the form is not complete - speak to the DSL urgently and complete the form as soon as possible afterwards.

Child's Name:	
Date of Birth / Year Group:	
Date and Time of Concern:	
Your Name and Role:	
Nature of Concern:	(Please select: Physical/Emotional/Sexual/Neglect/Other)
Details of Concern:	(What happened? What did you see/hear? Use child's words if disclosing)
Action Taken:	(e.g., first aid, comforting child, immediate safety measures)
Any other relevant information:	(previous concerns, family circumstances, child's presentation)
Your Signature:	
Date and Time of Report:	
Form Submitted to DSL at:	(date and time)

For DSL Use Only:

Date Received:	
Action Taken:	(e.g., monitored, early help, referral to social care)
Agencies Contacted:	(if applicable)
DSL Signature and Date:	

Appendix E: Useful Resources and Contacts

Government Guidance and Resources

- What to Do If You're Worried a Child is Being Abused
- Information Sharing: Advice for Practitioners
- Teaching Online Safety in Schools

National Support Organizations

- **NSPCC:** 0808 800 5000 | help@nspcc.org.uk | www.nspcc.org.uk
- **Childline:** 0800 1111 | www.childline.org.uk
- **CEOP (Child Exploitation and Online Protection):** www.ceop.police.uk/safety-centre
- **Internet Watch Foundation:** www.iwf.org.uk
- **UK Safer Internet Centre:** www.saferinternet.org.uk
- **The Lucy Faithfull Foundation (Stop It Now! Child Sexual Abuse):** 0808 1000 900 | www.stopitnow.org.uk
- **Barnardo's:** www.barnardos.org.uk
- **Young Minds (Mental Health):** Parents Helpline 0808 802 5544 | www.youngminds.org.uk

Local Resources

- **Salford Safeguarding Children Partnership:** <https://safeguardingchildren.salford.gov.uk/>
- **Manchester Safeguarding Partnership:** <https://www.manchestersafeguardingpartnership.co.uk/>
- **Greater Manchester Procedures:** <https://www.proceduresonline.com/greatermanchester/>

Appendix F: Unconscious Bias

Unconscious bias refers to involuntary stereotypes, attitudes, or prejudices that influence our understanding, actions, and decisions without our awareness. These deeply ingrained, learned mental shortcuts are triggered automatically by the brain, often contradicting our conscious values, and can lead to unfair treatment or judgements based on factors like race, gender, or age.

Key Aspects of Unconscious Bias:

- **Automatic & Unintentional:** It is a cognitive, fast-processing tool, not a conscious thought.
- **Universal:** Everyone has unconscious biases; they are formed over a lifetime of social conditioning and experiences.
- **Impact:** It shapes workplace decisions, hiring, performance reviews, and daily social interactions.
- **Difference from Conscious Bias:** Unlike explicit bias, you are unaware of the prejudiced association or behavior happening.

Common Types of Unconscious Bias:

- **Affinity Bias:** Favoring people who share similar backgrounds, experiences, or characteristics (similar to us).
- **Confirmation Bias:** Seeking or interpreting information in a way that confirms our pre-existing beliefs.
- **Halo Effect:** Letting one positive trait of a person overshadow other areas of their performance or character.
- **Horn Effect:** Letting one negative trait influence the overall, unfair judgment of a person.

How to Mitigate Unconscious Bias:

1. **Awareness:** Acknowledge that biases exist and everyone has them.
2. **Education:** Learn about different types of bias and take implicit association tests.
3. **Slow Down:** Take time in decision-making to reduce snap, biased judgments.
4. **Structure Processes:** Implement objective criteria and evaluations to reduce subjective, implicit influence.

Appendix G: Additional DSL Training

After attending the Working Together to Safeguard Children and the Multi Agency Level Speaker (or equivalent) the Designated Lead and Deputies will also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities so they understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk.

- Attachment
- Adverse Childhood Experiences (ACE's) and Childhood Trauma
- Early Help
- Child Sexual Exploitation
- Communicating with children
- Core group
- E-safety
- Domestic abuse
- Self Harm
- Female Genital Mutilation
- Neglect
- Parental mental health
- Parental substance use
- Rapid response to a child death
- Sexual abuse
- Child Sexual Exploitation
- Preventing radicalisation/WRAP workshop
- Equality and Diversity
- Cyberbullying and Cybercrime
- Forced Marriage
- Gangs and Youth Violence
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Safeguarding healthy relationships
- Any additional training or events relating to serious case reviews*
- Contextual Safeguarding
- Child Gambling
- Adolescent to Parent Violence
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Violent Crime, including Gangs and Knife Crime
- 'Upskirting' which is a criminal offence under The Voyeurism Offences Act - April .2019
- Illegal Money Lending
- Child on Child abuse

SSCP recommend that the Named Governor for Safeguarding at least accesses basic awareness training and additional training relevant to their role and specific circumstances of the school.

For the latest SSCP courses, seminars and e-learning courses visit:

<https://safeguardingchildren.salford.gov.uk/professionals/multi-agencytraining/courses/>

Appendix H:

Safeguarding Dictionary

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm.

Adult at Risk: An adult who has care and support needs and may be unable to protect themselves from abuse or neglect.

Adverse Childhood Experiences (ACEs): Potentially traumatic events occurring in childhood such as abuse, neglect, or household dysfunction.

Allegation: A claim that a person working with children has behaved in a way that has harmed or may harm a child.

Anti-bullying Policy: School policy outlining prevention and response to bullying behaviour.

Attendance Safeguarding: Monitoring attendance because poor attendance can indicate safeguarding concerns.

Behaviour Policy: Policy outlining expectations and responses to behaviour to ensure safety and wellbeing.

Bullying: Repeated behaviour intended to hurt someone physically or emotionally.

CAMHS: Child and Adolescent Mental Health Services that provide mental health support to children.

Cared for Child/Looked After Child (CFC/LAC): A child who is in the care of the local authority. ('Previously Looked After Child' can refer to a child who has been in the care of the Local Authority at any point in their life).

Care Leaver: Young person aged 18–25 who has been in local authority care.

Care Plan: Plan developed to meet the needs of a child receiving social care services.

Child Criminal Exploitation (CCE): Where children are manipulated into committing crimes.

Child Protection: Processes that protect children identified as suffering or likely to suffer significant harm.

Child Protection Conference: Multi-agency meeting to determine if a child needs a protection plan.

Child Protection Plan (CPP): Plan developed to ensure a child is protected from significant harm.

Child Safeguarding Practice Review: Review conducted when a child dies or is seriously harmed and abuse is suspected.

Child Sexual Exploitation (CSE): Sexual abuse involving manipulation or exchange of gifts, money or status.

Child in Need (CIN): A child who requires additional services to maintain health or development.

Children Act 1989: Legislation establishing duties for safeguarding and promoting welfare of children.

Children Act 2004: Legislation strengthening child protection systems and cooperation between agencies.

Code of Conduct: Guidelines for staff behaviour when working with children.

Confidentiality: Keeping personal information private unless sharing is necessary to protect a child.

Contextual Safeguarding: Approach recognising that harm can occur outside the home such as peer groups or communities.

County Lines: Drug networks exploiting children to transport drugs and money.

Cyberbullying: Bullying carried out using digital technology.

DBS Check: Criminal record check conducted by the Disclosure and Barring Service.

Deputy Designated Safeguarding Lead (DDSL): Staff member trained to support the DSL.

Designated Safeguarding Lead (DSL): Senior member of staff responsible for safeguarding within the school.

Discriminatory Abuse: Abuse based on discrimination regarding race, gender, disability or other characteristics.

Domestic Abuse: Abusive behaviour between people aged 16 or over who are personally connected.

Duty of Care: Legal obligation to ensure the safety and wellbeing of children.

Early Help: Support provided to children and families before problems escalate.

Early Help Assessment (EHA): Assessment used to identify needs and coordinate support early.

Education Health and Care Plan (EHCP): Legal plan for children with special educational needs and disabilities.

Emergency Protection Order (EPO): Court order allowing a child to be removed from danger.

Emotional Abuse: Persistent emotional maltreatment affecting emotional development.

Extremism: Vocal or active opposition to fundamental values such as democracy and tolerance.

Female Genital Mutilation (FGM): Illegal procedure involving injury or alteration of female genital organs.

Forced Marriage: Marriage conducted without valid consent.

Governor Safeguarding Lead: School governor responsible for safeguarding oversight.

Harm: Ill-treatment or impairment of health or development.

Honour-based Abuse: Violence committed to protect perceived family honour.

Human Trafficking: Movement of children for exploitation.

Keeping Children Safe in Education (KCSIE): Statutory safeguarding guidance for schools in England.

LADO: Local Authority Designated Officer managing allegations against staff.

Local Authority (LA): Local government responsible for children's services.

MAPPA: Multi-Agency Public Protection Arrangements managing violent offenders.

MARAC: Multi-Agency Risk Assessment Conference addressing high-risk domestic abuse cases.

MASH: Multi-Agency Safeguarding Hub where agencies share safeguarding information.

Mental Capacity: Ability to make decisions about one's own life.

Neglect: Persistent failure to meet a child's basic physical or emotional needs.

Online Safety: Protection of children from online harm.

Peer-on-Peer Abuse: Abuse occurring between children.

Prevent Duty: Legal requirement for schools to prevent radicalisation.

Radicalisation: Process through which someone adopts extremist views.

Referral: Formal request for support or investigation from social care.

Risk Assessment: Process of identifying and evaluating safeguarding risks.

SEND: Special Educational Needs and Disabilities.

Safeguarding: Actions taken to protect children from harm and promote welfare.

Safeguarding Culture: Environment where safeguarding is prioritised across the organisation.

Safeguarding Governor: Governor responsible for overseeing safeguarding arrangements.

Safeguarding Policy: Document outlining procedures for protecting children.

Section 17: Children Act duty to provide services for children in need.

Section 47: Investigation when a child may be suffering significant harm.

Self-harm: Intentional injury to oneself often linked to emotional distress.

Serious Violence: Violent activity including gang-related violence involving children.

Single Central Record: Record of staff recruitment and vetting checks.

Social Worker: Professional responsible for assessing and supporting vulnerable children.

Special Educational Needs (SEN): Learning difficulties requiring additional support.

Strategy Meeting: Multi-agency meeting to plan child protection investigation.

Threshold: Level of concern required for statutory safeguarding intervention.

Trafficking: Recruiting or transporting children for exploitation.

Whistleblowing: Reporting wrongdoing within an organisation.

Appendix I: Safeguarding Acronyms

Acronym	Meaning
ABE	Achieving Best Evidence – guidance for interviewing child victims and witnesses.
ACEs	Adverse Childhood Experiences – traumatic experiences in childhood.
ASC	Adult Social Care.
CAF	Common Assessment Framework (earlier name for Early Help Assessment).
CAMHS	Child and Adolescent Mental Health Services.
CCE	Child Criminal Exploitation.
CCTV	Closed-Circuit Television used for security monitoring.
CIN	Child in Need.
CIS	Child in School register used by local authorities.
CP	Child Protection.
CPP	Child Protection Plan.
CSC	Children's Social Care.
CSE	Child Sexual Exploitation.
DBS	Disclosure and Barring Service – criminal record checks for those working with children.
DDSL	Deputy Designated Safeguarding Lead.
DES	Department for Education (DfE) safeguarding guidance context.
DSL	Designated Safeguarding Lead.
DfE	Department for Education.
EAL	English as an Additional Language.
EHA	Early Help Assessment.
EHCP	Education, Health and Care Plan.
EPO	Emergency Protection Order.
FGM	Female Genital Mutilation.
GRT	Gypsy, Roma and Traveller.
HBA	Honour-Based Abuse.
HI	Hearing Impairment.
HMI	Her Majesty's Inspector (Ofsted inspector).
HR	Human Resources.
ICPC	Initial Child Protection Conference.
IDVA	Independent Domestic Violence Adviser.
IEP	Individual Education Plan.
IRO	Independent Reviewing Officer.
KCSIE	Keeping Children Safe in Education – statutory safeguarding guidance.
LA	Local Authority.
LAC	Looked After Child (also referred to as 'Cared for Child' – meaning is, or has been previously, cared for by the LA)
LADO	Local Authority Designated Officer (manages allegations against staff).
LSCP	Local Safeguarding Children Partnership.

MAPPA	Multi-Agency Public Protection Arrangements.
MARAC	Multi-Agency Risk Assessment Conference.
MASH	Multi-Agency Safeguarding Hub.
MCA	Mental Capacity Act.
NA	Neglect Assessment.
OFSTED	Office for Standards in Education, Children's Services and Skills.
PA	Personal Adviser (for care leavers).
PCSO	Police Community Support Officer.
PEP	Personal Education Plan for looked-after children.
PP	Pupil Premium.
PSHE	Personal, Social, Health and Economic education.
PTA	Parent Teacher Association.
SAB	Safeguarding Adults Board.
SARC	Sexual Assault Referral Centre.
SCR	Single Central Record.
SCRA	Single Central Record Audit.
SEN	Special Educational Needs.
SENCO	Special Educational Needs Coordinator.
SEND	Special Educational Needs and Disabilities.
TA	Teaching Assistant.
TAF	Team Around the Family.
VI	Visual Impairment.
YOS	Youth Offending Service.
YOT	Youth Offending Team.

Appendix J: Policy Sign-Off and Review

This policy was adopted by the governing body on the date shown below and will be reviewed annually.

Date Adopted	Review Date
June 2026	June 2027

Signed by:

Head Teacher: _____ Date: _____

Chair of Governors: _____ Date: _____

Safeguarding Governor: _____ Date: _____