



Education Learning Trust Multi Academy Trust Gatley Primary School

Safeguarding and Child Protection Policy

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Revision History

Date	Document Version	Document Revision History	Policy Owner / Reviser	Document Approver
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1) Education Learning Trust Principles of Effective Safeguarding

The following principles have been designed by the Education Learning Trust as underpinning approaches to ensure all school are enabling effective safeguarding arrangements aligned to the Trust's core values of Collaborate, Empower, Achieve.

1. Collaborative Safeguarding

- **Whole community approach:** Build safeguarding as a collective responsibility—educators, families, pupils, and external partners working together to identify risks early and take collective action.
- **Shared learning:** Use regular training, peer review, and open forums for staff to learn best practice and share insights.
- **Pupil-first focus:** Safeguarding decisions are always based on what is best for the learner.
- **Voice and participation:** Encourage pupil involvement in shaping safety policies—ensuring they understand and buy into the principles that protect them.

2. Empowering Awareness & Response

- **Empowerment through knowledge:** Train pupils and staff to recognise and respond to harm—through age appropriate curriculum elements.
- **Agency and autonomy:** Ensure learners know how and where to speak up—child friendly reporting mechanisms, trusted adults, and clear pathways to support and redress.
- **Unwavering standards:** Just as ELT sets “high expectations” for success, safeguarding policies must be clear, robust, and consistently enforced—with no compromise.
- **Open culture:** Encourage honest dialogue about safeguarding concerns—stigma free reporting, restorative practices, and a learning mindset.
- **Visible responsibility:** Designate clearly defined roles (DSL, governors, staff), each accountable for recordkeeping, action, and follow through—as part of a trustworthy and visible culture
- **Reflective practice:** Embed regular self evaluation sessions to adapt and improve safeguarding policies—aligning with ELT’s ethos of continuous innovation and excellence
- **Professional development:** Invest in CPD so that all staff stay ahead of emerging trends and local context specific safeguarding themes.

3. Achieving a Proactive Culture of Safeguarding

- **Proactive evaluation:** Regular audits, risk assessments, and reviews ensure measures remain effective, relevant, and responsive to new challenges (e.g. mental health, online risks, exploitation).
- **Equality of protection:** Every pupil—even those with protected characteristics or vulnerabilities—must receive tailored and fair safeguarding support aligned with ELT’s commitment to aspiration and inclusivity.
- **Cultural sensitivity:** Recognise and respect diversity in approach to safety, confidentiality, and communication.

2) School Policy Statement- Contextual Safeguarding

Gatley Primary School understands that child welfare is paramount and the purpose of this policy is to ensure that the welfare of children is understood and promoted at all times.

Gatley Primary School strives to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm. As part of the school's duty of care, children and staff involved in safeguarding and child protection issues receive appropriate support. All staff, supply staff, volunteers and contractors understand what to do if there are concerns or allegations about any adult working or volunteering in a Trust school during or outside of the normal school day. The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff, contractors or anyone working on behalf of Gatley Primary School.

A proactive culture a safeguarding is at the heart of our school. Safeguarding is an essential part of our school values and curriculum drivers. It is everybody's responsibility to act with vigilance, integrity and on the basis that it 'might and probably is happening here.' The School's values underpin a safe and harmonious culture within the school. Through these high expectations we support children to: have choice and make informed choices, develop life skills and skills for life, have a strong sense of independence with good mental health, to develop social responsibility in the school and wider community and virtual communities online and to achieve well both academically and personally by making progress across the curriculum and within these values.

The curriculum is structured so that: - Age appropriate knowledge is imparted and exposed in a way that is progressive, interconnected and pre-emptive of risks so that children know how to manage situations in a safe way. This is done through the RSHE 'golden thread' of the curriculum across subjects. (see <https://gatleyprimary.com/schoolinformation/PSHEERelationships-and-Sex-Education>) - Children are actively encouraged to debate, offer their opinions and develop intelligent curiosity. This is done through the curriculum design, through the question based nature of the curriculum and individual lessons.

Children are actively encouraged to debate, offer their opinions and develop intelligent curiosity. This is done through the curriculum design, through the question based nature of the curriculum and individual lessons. Engagement in the UNCEF Rights Respecting Awards enables us to teach our children about the importance of their voice and self advocacy.

The school holds 7 DSLs/DDSLs. Whilst all are trained to DSL level, the aspects of responsibilities are broken down to reflect the contextual safeguarding needs of the school:

DSL/DDSL	Specific area of responsibility
Gemma Norman	Safer Recruitment, allegations lead and named DSL
Jo Marchi	DDSL, Safer Recruitment, allegations lead and named LAC/ PCLA lead
Rachel Clair	DDSL, lead on culture and multi-agency working

Claire Coleman	DDSL, Education Visit Coordinator, Volunteer/ contractors safeguarding link lead
Colette Lowe	DDSL and SEND link Safeguarding
Mel Milward	DDSL, Pastoral Lead, Attendance Support and Early Help link
Erin McGhee	DDSL, Link Early Years safeguarding lead

The full responsibility of the DSLs are outlined in KCSIE 2025 (Annex C).

A core part of the school's approach to proactive safeguarding is the use of internal systems such as: monthly strategic safeguarding meetings, SEMH panels and Behaviour panels following an internal triaging pathway. In these forums DSLs/ DDSLs work to: monitor active cases open to services, analyse internal data and patterns, update CPD, reflect on current practices and make decisions related to the sharing of safeguarding information. Alongside this, they act to support multi-agency working and support the supervision of DSL/DDSLs in the management of safeguarding.

3) Legal Framework

- The following safeguarding legislation and guidance has been considered when drafting this policy: Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- What to do if you're worried a child is being abused (2015)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006 Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021 PACE Code C 2019 Statutory Framework for the Early Years Foundation Stage (EYFS only)
- Local Guidance
- Greater Manchester Safeguarding Procedures
- Young People and Self-harm- Stockport Schools' Version
- Stockport Female Genital Mutilation Strategy
- Stockport procedures for responding to child sexual exploitation
- Stockport Suicide Prevention
- Greater Manchester Project Phoenix (action against child sexual exploitation)
- Stockport Early Help Assessment
- Fostering in Stockport
- Levels of Need

Stockport Safeguarding Children Partnership Detailed procedural guidance and additional references are available to all staff and governors here-
<http://greatermanchesterscb.proceduresonline.com/>

4) Aims of the Policy

- **Protect Children from Harm:**

- Prevent abuse (physical, emotional, sexual), neglect, exploitation, and bullying.
- Ensure early identification and intervention in potential safeguarding issues.

- **Promote a Safe Environment:**

- Foster a culture of vigilance, respect, and safety across the school.
- Ensure the physical and emotional well-being of all pupils.

- **Establish Clear Procedures:**

- Outline how staff should respond to concerns or disclosures of abuse.
- Define clear steps for reporting and handling safeguarding incidents.

- **Define Roles and Responsibilities:**

- Clarify the roles of the Designated Safeguarding Lead (DSL), staff, governors, and other stakeholders.
- Ensure accountability and consistency in safeguarding practices.

- **Provide Training and Awareness:**

- Ensure all staff receive appropriate safeguarding and child protection training.
- Raise awareness among pupils and parents about staying safe and how to report concerns.

- **Promote the Welfare of Pupils:**

- Support pupils' mental health, emotional resilience, and overall development.
- Recognize and address the needs of vulnerable children, including those with SEND, looked-after children, or those at risk.

- **Comply with Legal Duties:**

- Align with statutory guidance
- Fulfill the school's legal and moral responsibilities under child protection laws.

- **Encourage Safe Recruitment Practices:**

- Ensure all staff and volunteers undergo appropriate vetting and training.

- Promote safe and responsible adult-child interactions.
- **Engage Parents and the Wider Community:**
 - Work with families and external agencies to ensure child safety.
 - Encourage open communication and partnership.

5) Cross Related Policies

-Child on Child Abuse Policy
 -Attendance Policy
 -Anti-bullying Policy
 -Site and Visitors Policy
 -Whistleblowing Policy
 -SEND Policies
 -Critical Incident Policy
 -Behaviour policy
 -RSHE policy
 -ICT acceptable use policy
 -Data Protection policies

6) Roles and Responsibilities

All Staff:

All staff and any person working on behalf of the School has a responsibility to:

- consider, at all times, what is in the best interests of the child
 - be vigilant to changes in children's behaviour and, where appropriate, conduct welfare checks and conversations with children
 - know the name of the DSL and any deputy DSLs
 - understand the DSL/DDSL role and responsibilities, and how to contact them
 - maintain an attitude of 'it could happen here' where safeguarding is concerned
 - provide a safe environment in which children can learn
 - be aware of the local early help process and understand their role in it
 - understand they have an individual responsibility to refer safeguarding and child protection concern
 - speak to the DSL if they are unsure about how to handle safeguarding matters
 - be aware of safeguarding issues that can put children at risk of harm
 - be aware of behaviours linked to issues such as drug taking, alcohol misuse, unexplained and or persistent absences and sharing indecent images, and other signs that children may be at risk of harm
 - maintain appropriate levels of confidentiality when dealing with individual cases
 - receive and understand child protection and safeguarding (including online safety) updates, e.g. via email and weekly briefing notes, as required, and at least annually.
- New staff will receive a briefing during their induction, which covers this Safeguarding and Child Protection policy and how to report and record concerns and information about the Designated Safeguarding Lead and deputy DSLs.

All Staff who work at Gatley Primary School, even if they do not work directly with children must do the following:

- Read the whole of KCSIE part 1 (not the condensed version.) and Annex B.
- Read Gatley Primary School's code of conduct
- Understand how to carry out work on the school's systems which support safeguarding, including specific internal safeguarding processes, for example training on completing notes of concern and how to report concerns to a DSL/DDSL
- Understand SSCP child protection procedures and how to access them
- Understand the need to be vigilant in identifying cases of abuse at the earliest opportunity
- Know how to support and respond to a child in the event that a child confides they are being abused, exploited or neglected
- Know their duty concerning reporting of unsafe practices of a colleague
- Report safeguarding concerns in a timely manner to a DSL, and in accordance with this policy, regarding visitors, contractors, visitors, volunteers or any adult on the school site
- Record safeguarding concerns in a timely manner to liaise with a DSL, in accordance with the procedures in this policy, where children or parents make disclosures or observation of concerns
- Engage with and adhere to all procedural aspects of safeguarding practices as outlined in this policy
- Know that the DSL will disclose any information about a child to other members of staff only on a need to know basis
- how the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
- how the school will ensure that parents understand their obligations re: Child Protection by intervention as and when appropriate
- how to develop effective links with relevant agencies in relation to safeguarding (child protection)
- how to ensure that, where there are unmet needs, an assessment of early help is initiated
- how to send appropriate representatives to case conferences, core groups and child protection review meetings.

Gatley Primary School understands that parents often hold key information about incidents, allegations or concerns therefore, in the majority of situations; the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

Responsibilities of The Headteacher:

The Headteacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteer are informed of systems which support safeguarding, including this policy, as part of their induction

- ensuring that staff understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation
- communicating this policy to parents/carers when their child joins the school and via the school site
- ensuring that the DSL and DDSLs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- providing staff with the appropriate policies, training and information upon induction.

Responsibilities of the DSL and DDSLs:

Gemma Norman (headteacher) is the named DSL at Gatley Primary School. The following members of staff are all trained DSLs: Jo Marchi (Associate headteacher), Rachel Clair (Deputy headteacher), Claire Coleman (Assistant headteacher), Collette Lowe (SENCO), Erin McGhee and Mel Milward (pastoral lead).

In Gemma Norman's absence, Jo Marchi would act in the role of DSL.

The DSL and DDSLs will:

- take lead responsibility for safeguarding and child protection, including online safety
- provide advice and support to other staff on child welfare, safeguarding and child protection matters
- take part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- contribute to the assessment of children, and/or support other staff to do so
- during term time, be available during school hours for staff to discuss any safeguarding concerns. Between 8:30 am and 4:00pm there will always be a DSL or DDSL on site at school. In exceptional circumstances, should they not be available in person, the DSL and DDSLs will be available via phone and video call.
- arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms
- refer cases:
 - to CSCS where abuse, neglect and exploitation are suspected, and support staff who make referrals CSCS
 - to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - to the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
 - to the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partner
- liaise with the Headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances
- liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff

- liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety
- liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Meet termly to attend safeguarding strategy meetings to work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the 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 their attendance, engagement and achievement at school.

This includes:

- ensuring that the DSL and DDSLS know which children have or had a social worker; understanding the academic progress and attainment of these children and maintaining a culture of high aspirations for these children and supporting teachers to provide additional academic support or reasonable adjustments to help these children reach their potential.
- helping to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues children are experiencing with teachers and the SLT
- ensuring that child protection files are kept up-to-date and only accessed by those who need to do so
- ensuring that a child's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared
- ensuring each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures
- working with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- ensuring the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals
- linking with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding
- undergo training, and update their DSL training at least every two years
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- supporting and advising staff to help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and

educational outcomes are linked, including to inform the provision of academic and pastoral support

- understanding the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners; --understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- keeping detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record keeping
- Ensuring the EYFS relevant staffing ratios are met and ensuring all children within EYFS are assigned a key person

Responsibilities of the Academy Governing Board Each AGB has responsibility to:

- facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- appoint one governor as the Child Protection & Safeguarding Governor
- ensure every governor on the AGB receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. The training will be in line with that received by all staff members. All AGB members to read Part 1 of KCSIE (2025)
- ensure that any governors who are involved with staff recruitment have completed appropriate safer recruitment training or that someone with that training is on every recruitment panel
- work with the school's DSL to ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all governors
- liaise with the Headteacher and Senior Leadership Team to be assured that a culture of vigilance and safeguarding permeates all aspects of the school
- provide support and challenge to ensure compliance with procedures and processes required in KCSIE (2025) and any subsequent updates. This may include looking at headline data on prevalence of safeguarding incidents.

Responsibilities of the Child Protection and Safeguarding Governor

Each Child Protection and Safeguarding Governor has responsibility to:

- support the DSL/DSLs by meeting with them and their team at regular intervals
- report on meetings with the DSL/DDSL to the AGB and highlight any issues/concerns in order for the AGB to be fully informed on Child Protection and Safeguarding within their school
- check the Child Protection and safeguarding procedures in the school in liaison with the DSL and Deputy DSL(s) to ensure that they are being consistently followed in practice
- ensure statutory requirements are in place and report to the AGB on the use of resources to promote effective safeguarding, including any pressures that may create risk

- be assured that arrangements for the most vulnerable groups of children are in place and secure and that their progress and outcomes are properly tracked
- be assured that safeguarding arrangements for students accessing alternative provision or part-time timetables are reviewed and in the best interests of the child and their educational offer
- check that the curriculum is used well to promote safeguarding, paying particular attention to local issues.
- Complete the ELT audit checklists with school leaders to ensure compliance within the policy

7) Monitoring and Evaluation of the Policy

This policy is reviewed and refined at least annually, with consideration of updates to key legal documentation (e.g. KCSIE). In addition to key legal updates and recommendations, the policy is kept under continual review through evaluation of its implementation. Updates to the policy also reflect any new identified safeguarding risks, risks specific to the local context and feedback from relevant audits and incidents.

At monthly safeguarding strategy meetings (attended by the DSL, DDSLs, SENCO and DT for CLA) the application of the policy is reviewed with consideration of any current cases. Any emerging amendments are made and these are communicated to staff through staff meetings and via weekly briefing emails.

An annual safeguarding audit is undertaken by key staff and governors to evaluate the culture of safeguarding at Gatley Primary School alongside the application of the policy and staff's understanding of this. This audit also captures pupil voice around safeguarding and their experiences of attending Gatley Primary School. Following this audit any recommendations or next steps are taken into consideration in the next policy review. Additional curriculum audits throughout the year also capture pupil voice around their experience of attending Gatley Primary School, with a particular focus on their feelings of safety and belonging. Curriculum audits also review the impact of the school's planned curriculum and delivery on creating an effective and proactive culture of safeguarding. Staff and pupil voice is integral to the auditing and review of this policy.

Additionally, governor identified as leading on safeguarding undertakes regular checks of records (e.g. SCR and training records) to ensure safer recruitment practices are being followed.

Safeguarding is also a continual standing item on the AGB with key messages shared here. During internal audits, the ELT's auditing checklists are completed to ensure compliance alongside the effective implementation of the policy.

Part 1: Creating a Culture of Effective Safeguarding

a) Curriculum and Safeguarding

Our curriculum is designed to ensure that age appropriate, essential knowledge is taught in a cumulative way across the course of study. This is done so to empower children with the

knowledge they need to: be successful in their next stages in education, develop and refine skills for life, be safe in the wider world, be advocates of change and advocates of social responsibility in wider society and to be proud of their heritage and that of their peers.

The use of Global Citizenship Projects and themes enables our curriculum to be responsive the changing needs of our children and the changing nature of the world alongside igniting their curiosity. More information on how our curriculum is structured to safeguard our children can be found at: <https://gatleyprimary.com/our-curriculum/our-curriculum-intent>

b) Pupil Voice and Pupil Agency in Safeguarding

Pupil voice is an essential part of our school self-evaluation. As a Rights Respecting Gold school, our pupil parliament structures enable our children to understand the concept of democracy alongside how voice is captured and used to understand how it feel to be a pupil in our school. More information on this can be found at:

<https://gatleyprimary.com/school-information/rights-respecting>

c) Training and Induction

All staff are empowered to be knowledgeable about effective safeguarding practices through a comprehensive CPD programme.

All new staff will receive safeguarding induction training appropriate to their role which can include the following:

- KCSIE 2025 (while of part 1 and annex B)
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Prevent Duty and Anti-Radicalisation e-learning training
- Child-on-Child Abuse procedures
- Online safety procedures and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Gatley Primary School's code of conduct
- How to navigate and use the school's systems which support safeguarding
- SSCP child protection procedures and how to access them
- The need to be vigilant in identifying cases of abuse at the earliest opportunity
- How to support and respond to a child who confides they are being abused, exploited or neglected
- How DSLs will respond to concerns raised, and that information will only be shared on a need to know basis
- How Gatley Primary will undertake appropriate discussion with parents prior to involvement with other agencies where this is appropriate
- How Gatley Primary ensures parents understand their obligations re Child protection as and when necessary

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- reading the latest KCSIE (Annex B and Part 1) as specified above in induction training

- the issues surrounding sexual violence and sexual harassment
- contextual safeguarding
- how to keep Looked After Children and Previously Looked After Children safe
- Child Criminal Exploitation and the need to refer cases to the National Referral Mechanism
- updated online safety training including the use of AI in schools.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the latest KCSIE guidance. Training will be regularly updated and will:

- be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- be in line with advice from the three safeguarding partners
- have regard to the Teachers' Standards to support the expectation that all teachers: - manage behaviour effectively to ensure a good and safe environment;
- have a clear understanding of the needs of all children.

Alongside all of the above, staff receive a weekly staff update with safeguarding information and training included as part of this briefing.

The Deputy DSLs are trained to the same level as the DSL and support the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL. The DSL and deputy DSLs will undergo DSL level three child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role.

This will include training to understand:

- the assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements
- how LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required
- the importance of providing information and support to CSCS
- the lasting impact that adversity and trauma can have
- how to be alert to the specific needs of children in need, children with SEND and/or relevant health conditions, and young carers
- the importance of internal and external information sharing
- the Home Offices 'Revised Prevent duty guidance: for England and Wales' and the DFE's general advice 'Protecting Children from Radicalisation: the prevent duty'
- the risks associated with online safety, including the additional risks faced online by children with SEND.

The designated teacher (Jo Marchi) has a responsibility for promoting the educational achievement of CLA and previously CLA (PCLA), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

d) Visitors, volunteers and contractors

As part of the commissioning of works in the school, contractors will receive this policy, the Visitors and Volunteers policy and will be asked to provide a letter of assurance with regards to the safer recruitment of their staff.

Volunteers will receive a briefing during their induction, which covers this Child Protection and Safeguarding policy and how to report and record concerns and information about the Designated Safeguarding Lead and Deputy DSLs.

More information can be found within this related policy at:

<https://gatleyprimary.com/school-information/safeguarding>

e) Online Safety (including AI)

As part of the curriculum for pupils the Golden Thread of 'Online Safety' supports pupils to safely navigate the online world whilst maximizing the use of this technology for educational purposes. This curriculum is delivered using DFE accredited supporting materials- more information can be found at : <https://www.gatleyprimary.com/our-curriculum/implementation-and-progression-of-our-curriculum/computing> . Our curriculum is structured to support pupils to consider the 4 Cs: conduct, commerce, contact and content and will be revised to incorporate a further focus on 'information and disinformation' including the use of AI.

We recognise the importance of refreshing training and awareness in this ever growing area and so work with the whole staff team to provide up to date useful teaching strategies to access this technology whilst managing online risks for themselves and pupils. Equally, we support parents to do this through an annual online safety workshop:

<https://www.gatleyprimary.com/parents/internet-safety>

f) Filtering and Monitoring

Building on the risks associated with online safety, we use effective Filtering and Monitoring software to ensure pupils are protected from any online harm. Any instance where the Monitoring system is triggered and blocked content, the DSLs will follow this up by recording this on a note of concern. Additionally, DSLs will monitor how effective the system is by triggering the filtering and monitoring system to ensure it blocks content as new online trends and content emerges. <https://www.gatleyprimary.com/school-information/filtering-and-monitoring>

g) Use of IT and Mobile Devices in school pupils and staff

For pupils it is our safeguarding, uniform and behaviour policy that no pupils are permitted to hold a mobile phone on school site- including the school building and wider premises. It may be essential for a pupil to hold a mobile phone to support their medical treatment, in which case there would be an individual risk assessment in place between the school, pupil and parents. Further information can be found in related policies:

<https://www.gatleyprimary.com/school-information/policies-and-procedures>

For staff and visitors, it is a requirement that no mobile phones are used on the school site in classrooms or on any of the play spaces. If staff need to use mobile phones, they may do so in staff only designated spaces.

The school holds its own mobile phones which enable staff to use phones safely in the school environment. This may be for taking of photographs to share with families or to use mobile technologies to enhance the delivery of the curriculum. These phones are to be used on school trips and in an emergency situation.

h) Safer Recruitment

There is a Trust wide related policy for the safe recruitment of staff. This includes ensuring references are in place, online and DBS checks prior to appointment. Each recruitment panel will hold a DSL with specific safer recruitment training. All safeguarding information regarding employees is held on our Single Central Record (SCR) which is regularly checked by DSLs and the Safeguarding Governor. All recruitment practices are in line with the expectations held in KCSIE 2025.

i) Attendance of Pupils

The school works with families to ensure all children have their needs and rights to full time schooling met through ensuring good, regular attendance at school. The school is vigilant to attendance and will treat any patterns of non-attendance as a safeguarding concern. We have clear procedural responses to drop off and collection arrangements – all of which involve a staged response under our safeguarding management practices. All procedural aspects of this are outlined in this related policy: <https://gatleyprimary.com/school-information/policies-and-procedures>

j) Alternative Provision and Any Other Educational Approved Activity

Where it is deemed, through a multiagency approach, that a child would benefit from accessing alternative provision, the school will instigate the appropriate due diligence, in partnership with the Local Authority and the Trust, to place the child in safe provision. At all points alternative provision is a short term re-integration strategy for a pupil which will support their needs to be met. More information on this can be found in our Attendance Policy: <https://gatleyprimary.com/school-information/policies-and-procedures>

k) Prevent

Gatley Primary School seeks to protect children and young people from the influences of all violent extremism including, but not restricted to:

- extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people susceptible to future manipulation and

exploitation. Gatley Primary School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern. Prevention work and reductions of risks will be approached through the teaching of PSHE/RSHE, assemblies and the whole school ethos on inclusion, tolerance and respect. Additionally, the teaching and application of the anti-bullying policy will be utilised to support this.

The DSLs will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will provide training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

l) Mental Health and Wellbeing

At Gatley Primary School, we value the importance of good mental health and wellbeing as a core aspect of our day to day functioning. This includes the use of the MoScale for regular check-ins with all children to build their emotional awareness alongside the use of Wellbeing Wednesday as a session to teach effective wellbeing strategies. We have built a comprehensive structure and provision to promoting good mental health and wellbeing and responding to concerns in this areas when they arise. We have a dedicated Pastoral Lead who strategically manages the implementation of these structures and supports children and families where more support maybe required. More information on the school's proactive approach to this can be found at: <https://gatleyprimary.com/school-information/how-we-support-mental-health-and-wellbeing>

Part 2: Responding to Concerns

a) Reporting Concerns

Where staff identify a concern it is imperative they act promptly and with urgency and under the guidance of a DSL/DDSL.

It should be noted that children may not always make a direct report. For example, children can show signs or act in ways they hope adults will notice and react to; a friend may make a report; a member of staff may overhear a conversation; a child's behaviour might indicate that something is wrong.

Where staff feel there is a potential concern, whether this has been directly reported by the child or is indicated through other factors (as outlined above), it is important this is acted upon promptly. In order to understand the child's viewpoint and to ensure their voice is heard, it will often be necessary for staff to have conversations with children.

Where staff have conversations with a child they follow the basic principles:

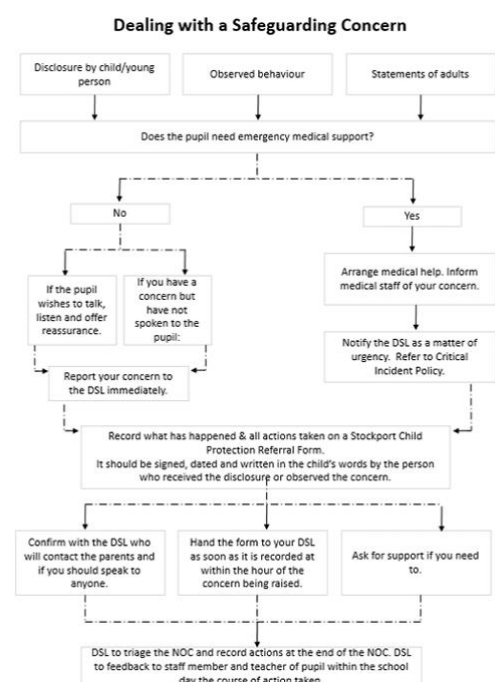
- In the first instance, conduct a welfare check conversation to establish the child's view and to provide wellbeing support.

Following this welfare check, the concern may need considering further. If so, the following should then be adhered to when undertaking conversations with children:

- listen and remain calm, show empathy and kindness
- take time to understand and hear the child's point of view
- never ask a child if they are being abused;
- Using the note of concern form make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise that the information will have to be passed on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- At no time promise confidentiality to a child or adult
- Reassure them that they are being taken seriously, that they will be supported, and that they will be kept safe
- Do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- Act with urgency to pass the note of concern on to a DSL/DDS. Ensure this is done in an appropriate space (e.g. an office/unused room) and ensure as much information as possible is passed on. The DSL/DDS will then triage the note of concern and inform you of any next steps. Where at all possible, pass the note of concern to a DSL/DDS who is not teaching at that point to ensure the time, care and consideration needed can be given.

When a concern is raised/a concern is identified it may be helpful to use a resource such as the three houses to support the child in articulating their thoughts and feelings. Any records of conversations with children (e.g. outcomes from the three houses exercise) must be kept and attached to the initial note of concern. Additionally, it may be helpful to conduct welfare checks with other siblings of the child to support their wellbeing and to provide an opportunity for their voice to be heard.

This flowchart should be applied when responding to a concern:



If you are at all unsure as to the appropriate course of action, seek the advice of a DSL/DDSL to support your decision making. All safeguarding concerns must be triaged by a DSL/DDSL.

All concerns are important to note, whether these are low level or otherwise. Following the raising of a concern to a DSL, they may triage these to be recorded on a low-level concern form as opposed to a note of concern. Low level concerns are tracked and regularly reviewed so that any patterns or repeated incidents can be escalated. The decision to record a concern as low level or as a note of concern should be taken by a DSL. As such, all concerns should be discussed with a DSL who will then triage these to identify the appropriate method of recording.

b) Record Keeping

When a concern has been raised/identified it is imperative that records are maintained. Any/all records of conversations must be attached to the initial note of concern (including any additional resources used such as the three houses) and handed to the DSL/DDSL triaging the case.

All records (including notes of concern and any correspondence from outside agencies e.g. the MASSH) must be stored in the head teacher's office in the safeguarding folders. The cupboard remained locked to maintain confidentiality and security. Please ensure any records are filed in alphabetical order to support the DSL/DDSL in triaging and identifying any linked cases/repeated concerns. If a referral is made/outside agencies are involved any further correspondence or advice will also be added to the same folder to provide a paper trail of evidence around the child.

All concerns must be recorded on the note of concern paperwork with all sections completed, including the decision to refer/not refer alongside the reasoning behind this decision. The decision to refer/not refer section of the form will be completed by the DSL/DDSL who has triaged and responded to the concern.

Where a concern has been shared with a DSL/DDSL and triaged as a low-level concern, the low-level concern form should be completed and then a record of this concern kept and stored in the safeguarding folder. DSL/DDSLs will monitor the incidents of low-level concerns and where there are repeated incidents or patterns identified escalate support.

c) Use of data responding to patterns and themes

At least monthly a designated DDSL (or the DSL) will coordinate all notes of concern to update the whole school overview sheet. This sheet indicates the 'themes' of the notes of concerns received.

The DSL will also update key data relating to:

- Number of families in TAC/TAF
- Update of TAS meeting notes
- CLA, CLA reviews and PEP meetings

- Other emerging concerns at a whole school, local, national or international level

Additionally, a designated DSL will, at least monthly, meet with the attendance lead to review whole school attendance data and to review any children/families in PA/stage 1 or stage 2 of attendance processes. Group attendance data will also be considered to inform targeted interventions.

From these overviews, any key patterns emerging will be identified and used to inform the content of the next safeguarding strategy meeting. Emerging themes (e.g. re-occurring types of abuse/an increase in a specific issue or concern) will be used to inform staff CPD and key messaging which will be delivered through staff meeting and through the weekly update briefing email.

Key patterns/emerging themes and attendance concerns will be shared with all DSLs at safeguarding strategy meetings.

d) Confidentiality and Information sharing

Information relating to safeguarding matters will only ever be shared on a 'need to know' basis. When information needs to be shared, the following will be considered and adhered to:

- Necessary and proportionate – only share what's needed.
- Relevant – only share information that is directly related to the concern.
- Adequate – enough information to understand the issue.
- Accurate – correct and up to date.
- Timely – don't delay sharing if it could prevent harm.
- Secure – share through appropriate, protected channels.
- Record – keep clear records of what was shared, why, and with whom.

When initially hearing or receiving a concern, it is important that confidentiality is not promised to the child. However, it is imperative that information is only shared with the DSL/DDSL in the first instance. The DSL/DDSL will communicate with others/outside agencies as needed and will inform the person who heard the initial concern of this.

Confidentiality is a key part of safeguarding, but it should **never be a barrier** to sharing information when:

- A child or vulnerable adult is at risk of **harm or abuse**.
- There is a **legal obligation** to disclose the information.
- The information is necessary to protect the **wider public**.

Parents and carers play an important role in safeguarding. If a concern is raised, where it is deemed appropriate to do so, parents and carers will be informed at the earliest opportunity and will be invited in to school for a discussion with a DSL/DDSL and the class teacher. If a conversation has taken place between their child(ren) and a member of staff, the outcomes of this conversation will, where appropriate, be shared alongside any further action to be taken. School would always aim to work proactively with families, to offer support and advice and to provide access to external agencies where required.

e) Allegations against staff

Allegations against staff should always be shared directly with the Headteacher.

Where an allegation of abuse is made against any member of staff/supply staff, volunteer, deputy or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the Headteacher, the Chair of Governors should be contacted and liaise with the Chair of Trust immediately and they will seek advice from the LADO.

If the allegation is against both Headteacher and Chair of Governors then the Chair of Trust should be contacted directly who will contact the LADO.

No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. The Trust has a separate Confidential Reporting (Whistleblowing) Policy and Safeguarding and whistleblowing should not be confused.

"Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast, "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

Parents can speak confidentially to any member of staff and this will be recorded and brought to the attention of the CEO/Headteacher/SLT or Chair of Governors/ Chair of Trust, where relevant. Parents are advised to contact the chair of governors directly about any complaint related to the Headteacher.

f) Child on Child abuse

For instances of child-on-child abuse, the trust's child on child abuse policy will be implemented and followed.

For the purposes of this policy, "Child-on-Child Abuse" is defined as abuse between children.

All staff will be aware that Child-on-Child abuse can occur between children of any age and gender, both inside and outside of school, as well as online.

All staff will be aware of the indicators of Child-on-Child abuse, how to identify it, and how to respond to reports. All staff will have read the trust child on child abuse policy and received training on responding to and dealing with reports of child-on-child abuse.

All staff will recognise that even if no cases have been reported, this is not an indicator that Child-on-Child abuse is not occurring.

All staff will speak to the DSL if they have any concerns about Child-on-Child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child-on-Child abuse can be manifested in many different ways, including:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- physical abuse – such as shaking, hitting, biting, kicking or hair pulling, this may include an online element that facilitates, threatens and/or encourages physical abuse
- sexual violence – this may include an online element that facilitates, threatens and/or encourages sexual violence
- sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content
- upskirting

All staff will be clear as to Gatley Primary School's policy and procedures regarding Child-on-Child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further. Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe. Most cases of children hurting other children will be dealt with under the school's behaviour policy, but this safeguarding policy and child protection policy will apply to any allegations that raise safeguarding concerns.

At Gatley Primary School there is a no tolerance approach to derogatory and discriminatory language and behaviour. This message is delivered thorough the explicit teaching of the behaviour curriculum, through the enactment of our school values and through the wider curriculum. The curriculum has been carefully designed to ensure diversity, tolerance and acceptance are taught and pupils are exposed and taught about people who may be different to themselves. The curriculum and in particular the behaviour curriculum and RSHE

curriculums have also been designed to ensure children are taught about appropriate and inappropriate behaviour and the importance of consent in age appropriate ways.

Staff should consider and understand the following when dealing with potential child on child abuse:

- how to recognise the indicators and signs of Child-on-Child abuse, and know how to identify it and respond to reports
- that even if there are no reports of Child-on-Child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- that if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example, children can show signs or act in ways they hope adults will notice and react to; a friend may make a report; a member of staff may overhear a conversation; a child's behaviour might indicate that something is wrong
- that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- the important role they have to play in preventing Child-on-Child abuse and responding where they believe a child may be at risk from it
- that they should speak to the DSL if they have any concerns.

Where a report of child on child abuse is made the following must be done:

- Record the concern and report this to a DSL/DDSL immediately. Do not investigate the concern without having sought wider guidance and/or support
- Ensure a clear and full record of the concern is recorded. Use the child's language and report this using the words they said.
- The DSL/DDLS will inform you of appropriate next steps and will begin the investigation into the reported concern.
- The DSL/DDLS will liaise with MASSH/social care and parents as appropriate and necessary. Where necessary the DSL/DDSL will also liaise with the police and other outside agencies.

Where an incident of child on child abuse is identified as having taken place, the school's behaviour policy will be followed. Additionally, risk assessments will be put in place, for both the victim and the perpetrator (and any other children involved). Additional bespoke pastoral support will be implemented and delivered and additional emotional support put in place as necessary and in line with the school mental health and wellbeing policy.

g) Early Help

Gatley Primary School acknowledges the findings of Child Safeguarding Practice Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. DSLs ensure they have information from Stockport Council in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of ongoing culture of vigilance and

development learning and responses from any other relevant issues will be shared to ensure the safest environment is being offered for children and staff.

All staff have seen and understand the Stockport Levels of Need document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance, all staff receive regular training and updates to help them identify when a child is vulnerable. The most appropriate referrals are made in a timely manner. Families are worked within a transparent way and where appropriate concerns will be shared directly with parents and indicate possible routes of support.

Early help means providing help and support to meet the needs of children as soon as problems emerge.

Any child may benefit from early help, but in particular, staff will be alert to the potential need for early help for children who:

- are disabled, have certain health conditions, or have specific additional needs
- have SEND, regardless of whether they have a statutory EHC plan
- have mental health needs
- are young carers
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are frequently missing or going missing from care or from home
- are at risk of modern slavery, trafficking, or sexual or criminal exploitation; □ are at risk of being radicalised or exploited
- have family members in prison, or are affected by parental offending
- are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- misuse drugs or alcohol
- have returned home to their family from care
- are at risk of HBA, such as FGM or forced marriage
- are privately fostered
- are persistently absent from education, including persistent absences for part of the school day
- how early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies (e.g. Stockport MASSH, Primary Jigsaw, Team around the school) and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required. School staff contribute to assessments and actively support multi- agency planning for children.

Staff understand the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

Gatley Primary School operates a 'team around the family' model where by actions are taken to support families better.

Where it is deemed that children require additional support, DSLs/DDSs will:

- discuss their concerns with parents/carers
- Refer to Stockport MASSH or Manchester Contact Center
- complete or update an Early Help Assessment (EHA)
- convene or take part in the Team Around the Family Process
- discuss concerns at Team Around The School meetings
- call a Professionals Meeting if parents/carers are unwilling to engage with the process
- refer to agencies who can offer family support such as family help, primary jigsaw or CAMHS
- monitor the child's progress and raise the issue to the level of Child Protection if this is necessary.

h) Working in a Multiagency Way

Members of staff in school are committed to multi-agency working to support children and families.

If a child is allocated a social worker, Gatley Primary School has a duty of care to inform them:

- if the child has been excluded (fixed term or permanent)
- if there are any unexplained absences
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on children who are absent from education for prolonged periods and/or repeated occasions
- if additional concerns arise.

Appendices

a) Definitions

Term/ Phrase	Definition
Children/ Child	The terms “children” and “child” refer to anyone under the age of 18. For the purpose of this policy, the term ‘parent’ refers to birth parents or those with parental responsibility, and care arrangements.
Prevent	Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “the Prevent duty”. The Prevent duty will form part of the school’s wider safeguarding obligations.
safeguarding and protecting the welfare of children	For the purposes of this policy, this is defined as: <ul style="list-style-type: none">• protecting children from maltreatment• preventing the 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.
consent	Having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual

	activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 16 can never legally consent to any sexual activity as defined by UK law.
sexual violence	refers to the following offences as defined under the Sexual Offences Act 2003: Rape/ Assault by penetration/ Sexual assault/ Causing someone to engage in sexual activity without consent
Sexual harassment	is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to: <ul style="list-style-type: none"> • sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling • sexual "jokes" and taunting • physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature
online sexual harassment	This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence This includes: - the consensual and non-consensual sharing of nude and semi-nude images and/or videos - sharing unwanted explicit content - upskirting - sexualised online bullying - unwanted sexual comments and messages, including on social media - sexual exploitation, coercion, and threats.
upskirting	Refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children and staff, of any gender can be a victim of upskirting.
sexting	Defined as the sharing between children of sexually explicit content, including indecent imagery. For the purposes of

	<p>this policy, “indecent imagery” is defined as an image, which meets one or more of the following criteria:</p> <ul style="list-style-type: none"> • nude or semi-nude sexual posing • a child touching themselves in a sexual way • any sexual activity involving a child • someone hurting a child sexually • sexual activity that involves animals.
<u>County Lines</u>	<p>refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK. As well as the general indicators for CCE, school staff will be aware of the specific indicators that a child may be involved in county lines, including:</p> <ul style="list-style-type: none"> • going missing and subsequently being found in areas away from their home • having been the victim or perpetrator of serious violence, e.g. knife crime • receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs • being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection • being found in accommodation they have no connection with or a hotel room where there is drug activity • owing a ‘debt bond’ to their exploiters <p>having their bank account used to facilitate drug dealing</p>
<u>Cyber-crime</u>	<p>defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer.</p>
<u>Child sexual exploitation (CSE)</u>	<p>Defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:</p> <ul style="list-style-type: none"> - in exchange for something the victim needs or wants for the financial advantage, increased status or other advantage of the perpetrator through violence or the threat of violence <p>Males or females, and children or adults can perpetrate the abuse. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It may happen</p>

	without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media.
<u>Modern Slavery:</u>	This encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a child may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. Gatley Primary School is alert to the possible indicators for both children and their families. Any concerns will be reported using the safeguarding and child protection processes.
<u>So-Called 'honour-based' abuse (including FGM and forced marriage):</u>	So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse and will be handled and escalated as such. . Female Genital Mutilation (FGM) For the purposes of this policy, "FGM" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
<u>Forced Marriage</u>	A forced marriage is a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
<u>Radicalisation</u>	refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

extremism	refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
terrorism	refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system.
child abduction	Is unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Parents and other relatives, other people known to the victim, and strangers can commit Child abduction.
<u>Child criminal exploitation (CCE)</u>	Is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons: <ul style="list-style-type: none"> • in exchange for something the victim needs or wants • for the financial advantage or other advantage of the perpetrator or facilitator • through violence or the threat of violence. Specific forms of CCE can include: <ul style="list-style-type: none"> • being forced or manipulated into transporting drugs or money through county lines • working in cannabis factories • shoplifting or pickpocketing • committing vehicle crime • committing, or threatening to commit, serious violence to others.

b) Types of Abuse

For the purpose of this policy, abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult, adults, another child, or children.

Physical abuse:

For the purpose of this policy, physical abuse is a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse:

For the purpose of this policy, emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

For the purpose of this policy, sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). People of any gender and age can perpetrate sexual abuse.

Neglect:

For the purpose of this policy, neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation:

Abuse might not just occur in the home, but it may also occur outside of the home

environment, even online. Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity. We view these children as victims of exploitation. All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Domestic abuse:

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, "domestic abuse" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. "Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. "Personally connected" includes people who:

- are, have been, or have agreed to be married to each other
- are, have been, or have agreed to be in a civil partnership with each other
- are, or have been, in an intimate personal relationship with each other
- each have, or had, a parental relationship towards the same child

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse. Children can witness and be adversely affected by domestic violence in their home life, where they see, hear or experience its effects. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the DSL) before the child or children arrive at school the following day. (Operation Encompass) The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness:

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm.