The Kingsway School

Safeguarding and Child Protection Policy

Policy Author:

Ratified by the governing body:

Signed:

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Part 1: Overview

a) Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that The Kingsway School has in place for safeguarding and promoting the welfare of our students. It provides guidance to help staff who may have concerns about the safety or welfare of a child and sets out the school's position in relation to the safeguarding process.

b) Outline

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. 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.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information, and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in our school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

c) Safeguarding definition

Safeguarding and promoting the welfare of children is defined as:

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

• protecting children from maltreatment, whether that is within or outside the home, including online.

• 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.

• promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.

• taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

d) Child Protection definition

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. This safeguarding policy encompasses Child Protection.

e) Rationale

At The Kingsway School, we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002 to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates our commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse, neglect or exploitation, and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy, must report concerns following the school's and local authorities' procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year though inset days, half-termly bulletins and weekly briefing notes. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

f) Education Learning Trust Safeguarding Principles

Principles of Effective Safeguarding

Policy Statement

The following principles have been designed by the Education Learning Trust as underpinning approaches to ensure all schools 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.
- **Child-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 record-keeping, 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—especially 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.

g) School Policy Statement

Safeguarding Intent

At the Kingsway School, we recognise that it is everyone's moral as well as statutory responsibility to safeguard and promote the welfare of our children. We work to provide a safe, secure and welcoming environment where everyone is respected, valued and held in positive regard. We promote a climate where children are confident in sharing concerns about their own safety and wellbeing and that of others.

Core Safeguarding Principles

Our safeguarding core principles are the values and intentions that underpin daily routines and decision making for staff in all roles and at all levels. The

principles are adhered to in all aspects of school life. Teachers at The Kingsway School are supported in developing and embedding these core principles in order to facilitate a steadfast culture of trust, resilience and positivity that will have a transformative impact on the lives of the children in our care.

Student version of our core safeguarding principles:

Create

You all deserve to be physically and emotionally safe, so every adult working in school tries hard to create a safe environment and culture for you to learn in.

Relate

Adults working in school value you and look for the positives in you. Having mutually respectful relationships with staff in school is important because it helps keep you safe.

Prevent

Preventing any harm that might come to you is our priority. We teach you about all kinds of risks to your physical and mental wellbeing so that we can avoid them.

Respond

If something happens that affects your safety or wellbeing, all staff are trained to listen to your concerns. Specialist staff know how to get you the extra support you might need.

Empower

We empower you to talk about all kinds of equality. We ensure students who say or do prejudiced things learn from their mistake. We want you to 'call out' inappropriate things.

Communicate

Your teachers communicate with each other, your families and other adults who might work with you. This supports your development and wellbeing.

h) Legal Framework

This policy is informed by the following national legislation:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguarding Children (2026)
- The Equality Act (2010)
- Section 157 of the Education Act (2002)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) statutory guidance (2025)
- Ofsted: 'Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- The Human Rights Act 1998

This policy is also informed by the following local guidance:

- Stockport Safeguarding Children Partnership https://www.stockport.gov.uk/topic/stockport-safeguarding-children-partnership-sscp
- Stockport Early Help Assessment https://www.stockport.gov.uk/early-help-assessment
- Manchester Safeguarding Partnership https://www.manchestersafeguardingpartnership.co.uk/help/

i) Aims of the Policy

This policy underpins safeguarding practice at The Kingsway School. It is informed by national and local guidance but is designed to meet the needs of our students, in our school, their families and wider networks, within the context of their local, global and virtual communities.

j) Cross Related Policies

This policy has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2026.

The policy applies at all times when the school is providing services or activities directly under the management of The Kingsway School staff. The policy is publicly available on the school's website, and a printed copy can be made available via the school office. This policy is consistent with all other policies adopted by the Governors and should read in conjunction with the following policies relevant to the safety and welfare of children:

- ELT Data Protection Policy
- ELT Equality Objectives Statement and Policy
- ELT Safeguarding Concerns and Allegations made about Staff, Supply
- Staff, Contractors and Volunteers Policy
- ELT Child on Child Abuse Policy
- ELT Complaints Policy
- ELT Records Management Policy
- ELT Recruitment and Selection, SCR and Staff File Policy
- ELT ICT Acceptable Use Policy
- ELT Confidential Reporting (Whistleblowing) Policy
- ELT Grievance and Disciplinary Policies
- TKS Behaviour Policy
- TKS Anti-Bullying Policy
- TKS Relationship and Health Education Policy
- TKS Staff Code of Conduct
- TKS Attendance Policy

k) Roles and Responsibilities

Our Designated Safeguarding Lead (DSL) is Assistant Headteacher, Emma Hulance. Gavin Dorsett is the Deputy Designated Safeguarding Lead (DDSL). The Safeguarding team is managed by Pastoral Deputy Headteacher, Kirsty Roban Our governor for safeguarding is Elizabeth Bradbury.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence. The DSL and deputy ensure there are robust systems to build an understanding of the presenting safeguarding needs of our children and young people. They retain oversight and will support and advise where there

are safeguarding concerns. They will ensure an appropriate response is co-ordinated.

It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2025. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action and intervention for individual children
- When supporting children with a social worker or looked-after children, the DSL should have the details of the child's social worker and the name of the virtual school/college head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2026 and WTSC 2026
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Stockport Safeguarding Children Partnership (SSCP) procedures, including referrals, are followed, as necessary.
- Representing the school/college/college at multi-agency safeguarding meetings (including child protection conferences), or ensuring appropriate representation
- Managing and monitoring the school/college/college role in any multi-agency plan for a child.
- Being available during school hours for staff to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/college/college leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2026.

- Liaising with the headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensuring that the requirement for children to have an Appropriate Adult PACE Code C (2019) is understood and observed at all times.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This will include attending network events, reading updates and bulletins and engaging with the SSCP.

Safeguarding at The Kingsway School takes a whole school approach. All staff have a duty of care to ensure concerns raised are dealt with via the DSL.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse, neglect, and exploitation so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from family help.
- understand the family help process and their role in it.
- understand the school's safeguarding policies and systems.
- undertake regular and appropriate training.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at The Kingsway School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at The Kingsway School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record will be made of these concerns immediately following the disclosure/concern being raised.

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- Listen and remain calm.
- Never ask a child if they are being abused.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words.)
- Advise you will have to pass the information 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.
- Make a written record of discussions, decisions, and referrals via CPOMS (see further details later in this policy)

We will notify any Lead Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)

We understand 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.

I) Monitoring and Evaluation of the Policy

The Kingsway School uses the KCSIE 2026 Compliance Checklist (Appendix A) and Safeguarding Checklist (Appendix B) annually to ensure we are fully meeting safeguarding commitments and identifying any areas for immediate attention.

This policy is revised and updated annually according to any changes in legislation and statutory guidance. All stakeholders are informed of the policy and procedures as appropriate, and all staff receive annual training on the policy as well as regular updates in accordance with national, local and contextual changes.

Part 2: Creating a Culture of Effective Safeguarding

a. Curriculum and Safeguarding

Philosophy, Politics and Economics

Our students learn how to keep themselves safe and harness their own wellbeing through the school's Personal Development offer. A key facet of this is our Philosophy, Politics and Economics (PPE) curriculum.

PPE at The Kingsway School is a multidisciplinary subject area that incorporates RSHE, Citizenship and careers through a reflective and philosophical lens. We believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them and supports them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK.

The foundations of PPE are built on a fundamental understanding of our health needs; how to conduct respectful relationships; how to navigate the online world; how to abide by the laws that govern the UK; how to be a respectful member of your local community and how to have self-awareness in reaction to the social and emotional aspects of life. Students are given opportunities for rich discussion around each of the conceptual topic areas.

The core knowledge that learners are expected to acquire in the curriculum is defined by the statutory guidance in relation to RSHE and Citizenship. Towards the end of Key Stage 3 and throughout Key Stage 4, students apply their distinct knowledge from the Key Stage 3 RE curriculum to all aspects of the PPE curriculum. Learners are then expected to apply this knowledge using literacy skills to formulate developed written responses that require

them to critically evaluate with increasing depth over time and consider a range of political and philosophical viewpoints in relation to their own.

As part of the PPE curriculum, learners are provided with a range of high quality academic texts with the aim of deepening their understanding of the concepts studied and enabling them to make links between the aspects they have studied and current issues in society. Our PPE curriculum is inclusive and celebrates differences because, at the core of this curriculum area, is a need to consider a range of viewpoints that are different from one's own.

Golden Threads

Our 'Personal Development Golden Threads' run through all of our curriculum areas, ensuring Personal Development and safeguarding are embedded into teaching and learning across the curriculum. Each subject's 'Golden Thread' relates to concepts that have national, local and contextual safeguarding pertinence as follows:

English: Relationships
Maths: Financial management
Science: Healthy body and mind
Geography and Physical Education: Safety, inclusivity and careers
Art: Diversity and Representation
Design and Technology: Physical, intellectual, emotional and social
History: Rights, democracy and responsibility
Languages: Cultural understanding
Computing: Online safety
Performing Arts: Relationships

Further to the above planned opportunities to teach our students about safeguarding, the DSL also co-ordinates responsive opportunities according to safeguarding data trends and any significant events. These are facilitated through assemblies, weekly key messages through form times and 'Rapid Response' lessons within the PPE curriculum time.

b. Pupil Voice and Pupil Agency in Safeguarding

Our students' and their families' views are crucial to our school development plans, especially in relation to safeguarding. We gather this data in a variety of forms, from universal surveys completed by all students, to focus groups, to

case-study level information gathered from families who have been involved in a significant safeguarding incident. The leadership team consider these data and make changes to policy and practice accordingly.

In September 2025, we began our journey towards becoming a Right's Respecting School as recognised by UNICEF. The Rights Respecting Schools Award puts children's voices and their rights at the heart of school life. The aim of the award is to create safe and inspiring places to learn, where children are respected, their talents nurtured and they are able to thrive. The award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. UNICEF recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

c. Training and Induction

We have a hybrid approach to safeguarding training, opting to combine online and face-to-face methods of delivery so that all staff receive consistent messaging via completion of Educare's annually updated Child Protection Refresher and that this is reinforced through face-to-face sessions both at September inset and throughout the year.

The Educare course completed by all staff is inclusive of all topics outlined on KCSIE 2026, including:

- The differences between safeguarding and child protection and all staff responsibilities in relation to both.
- Types of abuse and how to recognise them.
- Forms of honour-based violence and how to recognise them.
- Domestic violence
- Child-on-child abuse
- Forms of child exploitation and how to recognise indicators of this
- Radicalisation and how to recognise indicators of this
- Online risks
- Community safety and abduction
- Children with family member/s in prison
- Looked-after children
- Parental responsibility
- Handling disclosures

- Reporting
- Allegations against staff
- Safer working practice
- Information sharing

All staff complete training on The Prevent Duty every two years. In addition to statutory training, further CPD sessions and weekly key briefing messages are planned according to national, local and school-level trends. Staff members joining us mid-year have a safeguarding briefing with the DSL or DDSL on their first day to supplement completion of the Educare course to ensure they are aware of the school's safeguarding systems and procedures.

Pastoral staff receive additional training from the DSL and DDSL according to their individual needs. The three members of the safeguarding team are trained at Level 3 and this training is renewed every two years. The team have also completed additional training on the Operation Encompass Key Adult briefing; suicide prevention; responding to self-harm; making Prevent referrals; Martyn's Law and Harmful Sexual Behaviours. The DSL attended the Local Authority's termly network meetings which provide enhanced understanding of local trends.

The safeguarding team received professional supervision delivered by One Education every half-term. All pastoral staff and any member of staff who has been involved in a significant safeguarding case have the opportunity for supervision on a rolling basis.

d. Visitors, volunteers and contractors

Visitors to school view safeguarding information in the sign in InVentory which includes how to raise concerns. This information is also summarised on visitor lanyards.

Regular visitors to school are included on our Single Central Record. They are DSB checked and have read and understood this policy. These visitors will be given a green coloured lanyard on entry to school and may work directly with students without a member of staff present.

Other visitors will be given a red coloured lanyard on entry. These visitors must be accompanied by a member of school staff at all times.

Guidance regarding contractors can be found in the separate 'Education Learning Trust Multi Academy Trust Contractors at Work Safeguarding Policy'.

Any staff member responsible for arranging a visitor to come into school, or reception staff who will be meeting and greeting any visitors should familiarise themself with the ELT's 'Visitors to Schools Safeguarding Checks' matrix document.

e. Online Safety

The school is committed to supporting students and their families in navigating the dangers that come with the ever-changing online landscape. This starts with staff training. All staff receive training on Online Safety as a component of their Child Protection training. This is centred around the four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

As part of the school's approach to online safety, students and their families will be supported in understanding the potential risks of online activity and how best to avoid them. Parents and carers will be supported with the following:

- understanding the appropriateness of games and apps and social media;

- location and access to information and resources for adults and children;
- teaching e-safety in the curriculum (for example, parents/carers are invited into school to experience the same lesson content as students)
- parental information and advice sessions, including half-termly confidential safeguarding drop-ins
- raising awareness of online grooming;
- teaching children how to report abuse or concerns both within school and to appropriate authorities

The school recognises the importance of safeguarding children from potentially harmful and inappropriate online material, and understands that technology is a significant component in many safeguarding and wellbeing issues. To address this, schools aim to:

- have robust processes in place to ensure the online safety of children, staff, volunteers and governors;
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology - six hours of curriculum time is given to online safety during the first term of the school year for all year groups as part of the 'Navigating the Modern World' component of our PPE curriculum
- set clear guidelines for the use of mobile phones for the whole school community;
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns.

The school has an Acceptable Use policy that outlines how staff and students must behave when using the school's IT and network facilities. Staff and students sign to confirm they have understood and will follow this guidance annually.

f. Filtering and Monitoring

The school is committed to having robust filtering and monitoring systems to limit students' exposure to potentially harmful and inappropriate online material. These systems are administered by external provider Securly. The DSL and Network manager receive instant notifications of any concerning searches and monitor the Securly platform daily for any trends or concerns that students may be at risk.

The DSL and Network manager meet half-termly to review filtering and monitoring arrangements. This includes reviewing students who have enhanced levels of surveillance on their internet searches.

g. Use of IT and mobile devices in school pupils and staff

Both staff and students are subject to guidance set out in the school's Acceptable Use Policy. Staff must sign to acknowledge this has been read and understood.

Students are not permitted to use mobile devices in school. If found using them, they are confiscated, held at reception and returned at the end of the school day.

Staff are not permitted to use mobile devices in student areas.

h. Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2026, Disqualification under the Childcare Act 2006 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, carrying out online checks, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. We also complete online checks as set out in KCSIE 2026. We maintain a Single Central Record to evidence checks completed for staff

and volunteers working in the school community. This document is reviewed termly by a member of the SLT.

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school's Code of Conduct.
- The DSL will ensure that all staff have read our Safeguarding policy and are aware of the school expectations regarding safe and professional practice via the Code of Conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school/college policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media, and on-line conduct. Other professionals and visitors to our school/college are made aware of the requirements and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

Our commitment to safer recruitment continues post appointment, we ensure that:

- Any disciplinary proceedings against staff related to safeguarding and child Protection matters are concluded in full in accordance with Government guidance 'Keeping Children Safe in Education 2026' and SSCP, LADO and HR Policy, procedures, and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils

and parents, following the Code of Conduct and Safer Working Practice Guidance.

- Adequate risk assessments are in place including extended school wrap around provision, volunteers, work placements and holiday activities.
- Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required. Any organisations hiring the building are also subject to these expectations and processes.

More detailed information can be found by visiting Greater Manchester Safeguarding Procedures-allegations management

Further information about allegations against staff members can be found in part 3 of this policy.

i. Attendance of Pupils

Overview

School attendance is everyone's responsibility because regular attendance is a crucial safeguard against potential harm. The DSL also oversees the attendance team, in recognition of the interlinked nature of safeguarding and attendance concerns. Often poor school attendance is an indicator that a family may be struggling or that a child may be at risk. A child missing education is potentially vulnerable to abuse, neglect or exploitation. It may also indicate mental health problems; risk of substance abuse; risk of travelling to conflict zones; susceptibility to radicalisation or risk of honour-based violence. Our school is committed to working with all services to identify and re-engage children who are missing education back into

appropriate provision as quickly as possible. We believe it is important to establish the reasons for the child being missing at the earliest possible stage.

Educational Neglect

Educational neglect refers to a parents'/carers' failure to ensure their child's educational needs are being met. Children have a legal right to an education and so failing to send the child to school regularly is an example of educational neglect and is a safeguarding concern. However, it isn't illegal to take the child out of school if the parents/carers are providing an alternative educational provision, such as home-schooling.

Elective Home Education

Parents/carers may choose Elective Home Education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them. Therefore, in line with the Education Pupil Registration England Regulations 2006, the school will inform the Local Authority of all deletions from the admissions register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school for EHE, the school, in collaboration with the Local Authority and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the child has SEND, is vulnerable, and/or has a social worker.

Safeguarding procedures around attendance

Our school has a proactive, graduated response to enable early intervention for attendance concerns in the view that any school non-attendance has the potential to be a safeguarding concern. This is outlined in full in our Attendance Policy.

Specific processes to ensure the safety of children not in school are outlind below:

- Parents/carers are expected to inform school of the reason for absence on every day of their child's absence
- A text message is sent to parents/carers of any child who has not arrived in school by 9.30am

- The DSL produces a weekly 'Attendance Critical' list of students who are at risk if they are not in school (either at home, in the community or online). The attendance team prioritise making contact if any of these students are not in school and raise with the DSL/DDSL if contact has not been made by 10.30am. The DSL/DDSL then decided appropriate action - for example, requesting a home visit or informing social care/police in extreme cases.
- If a student has not arrived to school for a third consecutive day and we have not been informed of the reason, a home visit is carried out by the attendance team and subsequent action discussed with the DSL/DDSL if the student is not seen on this visit.
- The DSL oversees a tracker of any student with severe absence (less than 50%) because this level of attendance is always a safeguarding matter. The SENDCO, Pastoral DHT and DSL meet fortnightly to ensure plans are in place to improve these students' attendance. This often takes a multi-agency approach.
- Students with severe absence are visited by the attendance team weekly. If they are not seen, The DSL/DDSL will raise concerns with social care/police as appropriate.
- The wider pastoral team in school uses our Team Around the School support network to improve the attendance of students whose attendance we are concerned about.

j. Alternative Provision and Any Other Educational Approved

The school will remain responsible for a child's welfare during their time at an alternative provider. When placing a child with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff. Any alternative provider we use features on the Local Authority's approved list. We carry out our own safeguarding checks before students begin placements and each provider is visited by a member of school staff at least half-termly. Alternative providers receive this policy and know how to contact our DSL. The school's Attendance Officer checks on the attendance of any student working with an alternative provider daily and the school's attendance processes are followed as they are for all students.

The school adheres to the following guidance in relation to students working with an alternative provider:

- Alternative Provision DFE statutory guidance
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

k. Extremism, Radicalisation and Prevent

We understand that all schools and colleges have a statutory duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent radicalisation and terrorism—known as the Prevent Duty. Staff are aware of the risks of radicalisation and their responsibilities in identifying and supporting children at risk. We are aware some children may be targeted for recruitment or exploitation by extremist groups. We treat any concern about radicalisation or extremism as a safeguarding matter, referring promptly to the DSL and, where appropriate, external agencies like Channel or Children's Social Care. Our approach to prevention and risk reduction includes:

- Delivering a balanced curriculum that builds resilience to extremist narratives through spiritual, moral, social, and cultural (SMSC) and personal, social, health, and economic (PSHE) education
- Ensuring all staff, including those with SEND responsibilities, complete relevant Prevent and safeguarding training
- Applying clear policies on inclusion, anti-bullying, and assemblies to create an environment where all students are supported and protected from marginalisation
- Carefully monitoring community use of our facilities through a robust lettings policy, ensuring no conflict with pupils' safety or staff wellbeing
- Maintaining close collaboration with local safeguarding partners, police, and other agencies for effective multi-agency responses to concerns

We regularly review our safeguarding practices to stay aligned with statutory duties and best practice, with the priority of providing a safe, inclusive environment free from extremism and radicalisation.

The school takes its responsibility for The Prevent Duty extremely seriously. All staff complete statutory training on this and the DSL (who is our Prevent lead) has completed additional training on making proportionate and appropriate referrals via the Channel programme. The school has a Prevent risk assessment in place which has been collaboratively put together by DSLs across the ELT so that we can critically evaluate our practices in this vital area

of safeguarding. The Channel service will be used when a child is at risk of being involved in terrorist activities or is susceptible to any form of radicalisation. In cases where the school believes a child is potentially at risk of being radicalised, the Headteacher and DSL will discuss appropriate action and decide when to contact the Channel programme. The DSL will make any referrals.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from MASSH, or where the individual is already known to Children's Social Care Services. (CSC)

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

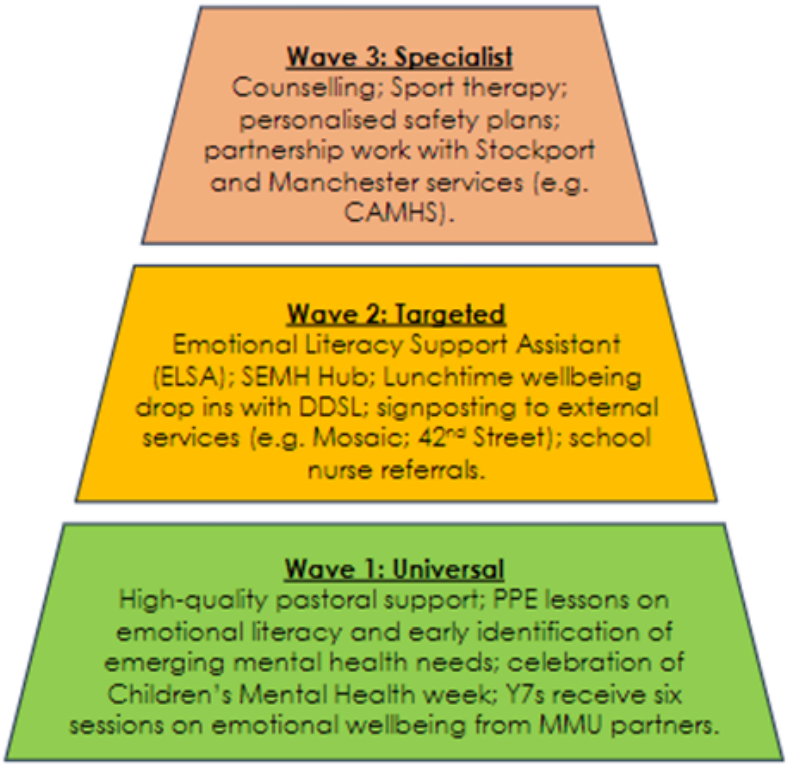
Within our increasingly polarised society, some students may express views that indicate prejudicial or otherwise problematic attitudes. Whilst in the vast majority of cases these do not meet the threshold for a referral via Channel, the school is rigorously committed to promoting diversity and celebration of our differences as outlined in The Equality Act (2010). Therefore, these attitudes are challenged via our Behaviour Policy. Most importantly, we work to prevent these attitudes by educating our students through our Personal Development and PPE offer as outlined above.

I. Mental Health and Wellbeing

We believe the wellbeing and positive mental health of our students and staff are achieved through the growth facilitated by our transformative

curriculum; the personal development opportunities we provide and the compassionate attitudes towards each other and the wider world that are promoted in all we do, as delineated in our core values of 'Opportunity. Achievement. Respect. Compassion.' In line with our safeguarding intent, we work to provide a safe, secure and welcoming environment where everyone is respected, valued and held in positive regard. We believe all members of our school community have the right to a state of wellbeing achieved by having a sense of purpose and meaning, and we promote a climate where children are confident in sharing concerns about their own safety and wellbeing and that of others. We actively promote the concept of universal mental health as distinct from mental ill-health and inspire our students to work towards the best versions of themselves in terms of their social and emotional wellbeing. All members of our school community are recognised for their abilities and strengths, whether these are academic, social, extracurricular or interpersonal. All members of the school community endeavour to work productively; to belong to our community and to contribute to building a culture we want to thrive in. We also know that the ability to master challenges and cope with stressors are vital and so we provide access to protective factors to help mitigate the impact of these and identify risk factors early so that they can be effectively managed.

The DSL is our Mental health Lead and oversees the graduated approach to support for mental health for those who need it outlined below:



m. Vulnerable groups

The safeguarding team has a crucial responsibility to act as key adults for, support and advocate for particular cohorts of students.

- Looked-after children (CLA) are those who are in the care of their Local Authority. They may live with a foster family, in a residential children's home or with kinship carers. CLA have a Designated Teacher (DT), who in our school is the DSL and their education is jointly overseen by the school and the Virtual School for whichever Local Authority they are in the care of. It is vital that all staff are aware of who our CLA cohort are. CLA have a Personal Education Planning meeting each term, for which information is required from their teachers. Targets are set at this meeting to support the student's academic progress as well as their pastoral needs. These students have additional ringfenced funding that can be used to support them in whichever ways the school and other professionals deem appropriate.
- Previously looked-after children (PCLA) are those who have been in the care system at any point in their lives. They may subsequently have

been adopted or returned to their birth-families/kinship care. The DT/DSL has oversight of these students. These students are entitled to Pupil Premium Plus funding but this is not ringfenced for individual students.

- Children with a Social Worker are typically either on Child Protection (CP) or Child in Need (CIN) plans. There are frequent multi-agency meetings to support these students. The DDSL attends these meetings and is responsible for supporting, advocating and sharing information about them.

At the beginning of each half-term, the DSL shares a Vulnerable Student bulletin with all staff. This includes an update on which students are CLA, PLC, CP or CIN. It also includes a list of students who there are safeguarding concerns for so that staff are aware of their vulnerability. The school also operates a Welfare Alert system, where an email is sent to all staff if a student is facing particular challenges that adults interacting with them should be aware of. However, these alerts will not provide specific details due to the need to protect the confidentiality of these children and their families.

n. Family Help

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 with in a transparent way and where appropriate concerns will be shared directly with parents and indicate possible routes of support. The school actively supports multi-agency approaches when supporting children and families. This is done based on an awareness that family help and intervention can prevent future escalation of any presenting issues. The aim is to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

Family help means providing help and support to meet the needs of children as soon as problems emerge. Any child may benefit from family help, but in particular, staff will be alert to the potential need for family 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 Honor based abuse;
- are privately fostered;
- are persistently absent from education, including persistent absences for part of the school day;
- show early signs of abuse and/or neglect in other ways.

The DSL/DDSL take the lead where Family help is appropriate, though Family Help is usually co-ordinated by the student/s Pastoral Head of Year. Pastoral 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 and environmental factors to support referrals.

Our school operates a Team around the School (TAS) model. From these meetings actions are taken to support families better and avoid intervention of additional services.

o. Site safety

Our school is unique because we operate over two sites. This presents safeguarding challenges that are perpetually reflected upon so that we can uphold our strong culture of safeguarding. Both Foxland and Broadway campuses and the crossing between them have secure lines delineated by

gates that can only be accessed by staff fobbed passes. There are some occasions where students are required to cross between our campuses (for example, where they are studying a subject for which specialist equipment is only available on one campus). These instances are kept to an absolute minimum and no student may cross between campuses unless supervised by a member of staff.

Supervision of students when not in lessons (i.e. at social times and when moving between lessons) is ensured through duty rotas and by the expectation that teachers stand at their classroom doors at the beginning of lessons until classes have arrived.

p) Specific safeguarding issues

Domestic abuse/violence: In our school we believe that all our pupils have the right to be safe at school and in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home, we will follow our safeguarding and domestic abuse processes. We are an Operation Encompass School. We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

So Called Honour Based Violence (HBV) including Forced Marriage (FM): Our staff have been trained to understand so called honour-based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women. As a school we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

Female Genital Mutilation (FGM): All members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any

concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects, or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected, or disclosed staff will follow safeguarding and child protection systems.

The criminal exploitation of children: The criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs. Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." Any child transported for exploitative reasons is considered to be a trafficking victim. As a school/college we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to Criminal exploitation of children and vulnerable adults: County Lines.

Serious Youth Violence: Serious youth violence (including Knife crime) has a huge impact on children and the communities in which they live. In line with KCSIE 2026 updates, any suggestion that a child has access to, has used or is linked in any way to weapons is considered to be a sign that other safeguarding issues surround the child. Violence is a societal problem, and it cannot be tackled by school/colleges or single agencies alone. In our school we will seek to support, help, and protect children on the school/college site, and to teach our children about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions

and pathways to address these needs such as completing a Family Help/Early Help Assessment, Child protection referral or support from Stockport Youth Offending Service.

q) Children Questioning Their Gender

TKS recognises that some children may question their gender and that this may be associated with a range of safeguarding, welfare, emotional health and wellbeing needs. The school will approach each case individually, sensitively and in a child-centred manner, giving careful consideration to the best interests of the child.

There is no one-size-fits-all approach to supporting children who are questioning their gender. Decisions will be based on the individual circumstances of the child, taking account of their age, developmental stage, emotional wellbeing, safeguarding needs, views and wishes, and the impact of any decisions on both the child concerned and other pupils.

Where appropriate, TKS may seek advice from relevant professionals and work with partner agencies to support children and families. This may include children's social care, health professionals, educational psychologists or other services where safeguarding or welfare needs have been identified.

Safeguarding Considerations

Where a child is questioning their gender, school staff will remain alert to potential safeguarding concerns, including but not limited to:

- Bullying, harassment, discrimination or victimisation.
- Child-on-child abuse.
- Mental health or emotional wellbeing concerns.
- Online harms, including exposure to inappropriate content, exploitation, extremist communities or harmful influence.
- Family conflict or relationship difficulties.
- Risks associated with social isolation or exclusion.

Any safeguarding concerns will be managed in accordance with this Child Protection and Safeguarding Policy and the school's procedures for responding to concerns.

Individual Assessment and Decision Making

Requests relating to names, pronouns, uniform, participation in activities, access to facilities or any aspect of social transition will be considered on an individual basis.

The school will undertake a careful and balanced assessment which may include consideration of:

- The child's views, wishes and feelings.
- The child's age and developmental stage.
- The child's safeguarding and welfare needs.
- The rights, privacy, dignity and safety of all pupils.
- Relevant legal obligations.
- Appropriate professional advice where available.
- The views of parents/carers, except where doing so may place a child at risk of harm.

The Designated Safeguarding Lead (DSL) will be involved in decision-making where there are safeguarding considerations.

Working with Parents and Carers

The school recognises that parents and carers play an important role in supporting children and young people.

Where a child is questioning their gender, the school will normally work openly and collaboratively with parents and carers. Parental involvement will be encouraged unless there is reason to believe that involving a parent or carer would place the child at risk of significant harm or otherwise create a safeguarding concern.

Where safeguarding issues are identified, decisions regarding parental involvement will be made in accordance with safeguarding procedures and, where appropriate, in consultation with relevant external agencies.

Facilities and Physical Spaces

The school will carefully consider safeguarding, privacy, dignity and welfare when making decisions regarding access to:

- Toilets and changing facilities.
- Showers and other areas where privacy is required.
- Residential visits and overnight accommodation.
- Participation in physical education and sporting activities.

Arrangements will be considered on a case-by-case basis, taking into account the needs of the child concerned, the safety and wellbeing of all pupils, applicable legal requirements, and any relevant risk assessments.

Part 3: Responding to Concerns

a. Reporting Concerns

CPOMS is used as the primary reporting tool in school, though staff are trained to use their professional judgement to ensure that urgent concerns come directly and in person to the safeguarding team or to emergency services in the event of an emergency. We also use a student reporting tool, Whisper, to empower students to report concerns about their own or peers' safety or wellbeing. Monitoring and triage of CPOMS and Whisper is overseen throughout the school day and out of hours by the DSL and DDSL. The core safeguarding team also monitor our Operation Encompass inbox daily and ensure support is in place as appropriate for students who are subjected to or witness domestic abuse. The DSL or DDSL decide on responses to all safeguarding incidents submitted through CPOMS. Actions may be directed to pastoral staff or undertaken directly by the safeguarding team. If the former, actions are quality assured through the DDSL's weekly meetings with the pastoral teams and through a CPOMS actions' tracker. Responses for students with ongoing needs may result in referral to our internal interventions. For example, 1:1 counselling, Talk n Sport, or access to the SEMH hub. These interventions are triaged through our internal Central Referral system. Responses may also include referrals to external agencies. For example, our school nurse, 42nd Street, Mosaic, Eclypse. The safeguarding team actively support all staff in identification of families who may benefit from Family Help. Our pastoral teams are able to access supportive drop ins with our TAS colleagues to improve these processes.

All referrals to the local authority, police or other agency are made following discussion between at least two members of the safeguarding team or between a member of the safeguarding team and the Headteacher/a Deputy Headteacher. Referrals are then made by the DSL or DDSL.
All staff know how to seek support outside of school hours if they are concerned for a child's welfare and know how to make safeguarding referrals to the local authority.

If the child resides within a Stockport postcode area, referrals are by electronic form to The Multi-Agency Safeguarding and Support Hub (MASSH): https://www.stockport.gov.uk/contacti
ng-the-massh

If the child resides in Manchester postcode area, referrals are by phone to Manchester Advice and Guidance (MAG): 0161 234 5001.

b. Record Keeping

CPOMS is also the tool through which the school ensures effective and comprehensive record keeping. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded here. Information on CPOMS is kept confidential and stored securely, accessibly to the safeguarding and pastoral year teams for any given student only.

Records on CPOMS include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

The DSL and DDSL are responsible for the reception and dissemination of records for any student starting at or leaving the school. Any physical files received are read, details summarised on CPOMS and files stored securely.

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on CPOMS to be reviewed by the DSL/DDSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

Records will be completed as soon as possible after the incident/event, using the child's words. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome. Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support. Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENDCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

Where a student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the student, and if so, if the files have been sent.

The school ensures that safeguarding information, including Child Protection information, is stored, and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- Used fairly and lawfully.
- Used for limited, specifically stated purposes.
- Used in a way that is adequate, relevant, and not excessive.
- Accurate.
- Kept for no longer than necessary.

- Handled according to people's data protection rights.
- Kept safe and secure.

There is always a DSL on hand to support and guide staff. They have the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

In the case of child protection referral, the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

c. Use of data responding to patterns and themes

The DSL uses CPOMS software to analyse data each half-term. Reports are produced for the governance team and action plans drawn up accordingly. Data on all kinds of Child-on-Child abuse are analysed by the senior leadership team and proactive plans put in place to address any trends. Safeguarding trends are also responded to through the development of PPE 'Rapid Response' lessons so that students are made aware of contextual risks and how to mitigate them.

d. Confidentiality and Information sharing

We take data handling and information sharing seriously. School staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with confidentiality and information sharing requirements. Our DPO is Jo Collins.

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of the need

to safeguard and promote the welfare and protect the safety of children. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing the school operates on the basis of staff knowing 'as much as necessary but as little as possible', balancing students' and their family's rights to privacy alongside the need to protect from harm. Staff know to only involve those who need to be involved, such as the DSL (or a deputy) and other allocated services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to Information sharing advice for practitioners in safeguarding services and Data Protection Toolkit for School/colleges

The school operates a 'Welfare Alert' system, overseen by the DSL, so that staff are aware of those students who are facing safeguarding challenges. All staff also receive a half-termly 'Vulnerable Student bulletin' to ensure that this cohort receives appropriate support and an empathetic approach.

e. Allegations against staff

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher. If the concern is with regards to the Headteacher, it will be referred to the Chair of Governors. If the concern is with regards to the Strategic Support Team, it will be referred to the CEO. If the concern is with regards to the CEO, it will be referred to the Chair of Trustees. Further guidance on these procedures are set out in the ELT's Low-Level Concerns Policy and Whistleblowing Policy.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the school's premises for the purposes of running activities for children, the school's safeguarding procedures must be followed, including informing the LADO. Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers policy and procedure can be accessed via the school office and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2026.

Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

All staff know how to contact the Local Authority Designated Officer in the event of a safeguarding concern that goes beyond the low-level threshold. Referrals to the LADO should be completed through the online form at: https://www.stockport.gov.uk/contacting-the-lado. However, if it is believed the LADO requires this information immediately, they can be contacted on: 0161 474 5657.

Concerns that do not meet the 'harm threshold' (low level concerns):

In some cases, we may still need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

We strive to build an open and transparent culture in which concerns about **any** adults working in or on behalf of the school/college are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school/college are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is

inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low-level concern policy.

Where low-level concerns are reported to the school, the headteacher will be informed and is the ultimate decision maker in respect of the response to all low-level concerns.

- The headteacher will share concerns and liaise with the LADO
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO or the Strategic Lead for Safeguarding in Education (SLSE).

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO or the SLSE and following our disciplinary procedures.

f. Child on Child abuse

All staff know that Child-on-Child abuse can occur between children of any age and gender, both inside and outside of school, as well as online and in line with KCSIE 2026 have a zero-tolerance approach to this. All staff are trained to be aware of the indicators of Child-on-Child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that Child-on-Child abuse is not occurring. All staff know to speak to the DSL if they have any concerns about Child-on-Child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers. Abuse is 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 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;
- Creating 'deepfakes' using AI;
- Misogyny;
- Upskirting;

- Depansing
- initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff are clear as to the school's policy and procedures regarding Child-on-Child abuse and the role they must play in preventing it and responding where they believe a child may be at risk from it. The school has a flow chart for responding to incident of Child-on-Child abuse which is following by pastoral staff and the leadership team to ensure responses are swift and comprehensive.

All staff are 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.

Students know how to raise concerns or make a report and how any reports will be handled. Students are regularly reminded that all staff are 'safe to talk to'; that their form tutor is their advocate in any such cases; that the safeguarding team can be approached including through open door drop ins and that we have an anonymous online reporting tool, Whisper, should they prefer to report in this way. Students also know these processes and be used to report concerns about friends or peers. Students are 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 will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence;
- could put children in the school at risk;
- is violent;
- involves children being forced to use drugs or alcohol;
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Procedures for dealing with allegations of Child-on-Child abuse

If a child makes an allegation of abuse against another child:

- Staff must record the allegation and tell the DSL, but do not investigate it;
- the DSL/DDSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- the DSL/DDSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- The DSL/DDSL will ensure that parents/carers of all parties are keep informed and their view and feelings considered with every decision made.

Creating a supportive environment in school and minimising the risk of Child-on-Child abuse:

The school recognises the importance of taking proactive action to minimise the risk of Child-on-Child abuse, and of creating a supportive environment where victims feel confident in reporting incidents, achieved by:

- challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys;
- ensuring the curriculum and wider Personal Development offer helps to educate children about appropriate behaviour and consent;
- ensuring children are able to easily and confidently report abuse using the reporting systems;
- staff reassurance that all victims that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Staff will never give a victim the impression that they are creating a problem by reporting sexual

violence or sexual harassment, nor will victims be made to feel ashamed for making a report;

- ensuring that abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. The school recognises that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation;
- ensuring staff are trained to understand: 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.

Sexual Violence and Sexual Harassment:

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children
Children who are victims of sexual violence and sexual harassment will be likely to find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment

exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

The school understands that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. Reports of sexual harassment and sexual violence are taken very seriously, and reports and concerns will always be acted upon to address. This is done by:

- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviour risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language;
- Ensuring a whole school approach (especially preventative education).

The school adheres to government guidance as described in 'Sexual violence and sexual harassment between children in schools and colleges', local guidance referring to harmful sexual behaviours presented by children and young people. Referrals will always be made as appropriate and the school will ensure staff are trained and informed of the school's approaches to this matter.

g. Working in a Multiagency way

The school contributes to multi-agency working as part of its statutory duty and is aware of and will follow the local safeguarding arrangements.

The school is fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the

published arrangements in the same way as other relevant agencies. The schools act in accordance with the safeguarding arrangements.

The school works with Children's Social Care (CSC), the police, health services and other services to protect the welfare of its children, through the Family Help process and by contributing to multi-agency plans to provide additional support.

Where a need for Family Help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Appendices

Definitions

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions. All school staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include 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: 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Complex Safeguarding

Complex safeguarding is used to describe criminal activity (often organised), or behaviour associated with criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

In Stockport domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and

controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family have agreed that the following areas are encompassed within complex safeguarding:

- Domestic Abuse including honour-based violence and forced marriage.
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism

Child Sexual Exploitation (CSE): is a form of child sexual abuse, it involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
All staff are alert to possible indicators and will raise concerns as appropriate.

Child-on-Child abuse: Children and young people who harm others. We understand that safeguarding issues can manifest themselves via Child-on Child abuse. This may include:

- bullying (including cyber bullying and prejudice-based behaviours),
- gender based violence/sexual assaults.
- taking, collecting, and sharing of naked or semi-naked images and *upskirting*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and such matters are always taken seriously.

Sexual Violence and Sexual Harassment: Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We have a zero-tolerance approach and recognise that it is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school/college and college staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or as typical behaviour for young people.

- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them; and

- understanding that all the above can be driven by wider societal factors beyond the school/college and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school/college/college approach (especially preventative education).

- We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

For the purposes of this policy, 'consent' is defined as 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. The age of consent is 16.

For the purposes of this policy, 'sexual violence' refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, 'sexual harassment' refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. 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:

- 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, which 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.

For the purposes of this policy, '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.

For the purposes of this policy, the 'consensual and non-consensual sharing of nude and semi-nude images and/or videos', colloquially known as 'sexting', is defined as the sharing between children of sexually explicit content, including indecent imagery. For the purposes of this policy, 'indecent imagery' is defined as an image, which meets one or more of the following criteria:

- 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

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: The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise. If any staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

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.

3. Useful links

Local Guidance & information:

Greater Manchester Safeguarding Procedures- follow the link and search key words.

Stockport Suicide Prevention

Stockport Early Help Assessment

https://www.stockport.gov.uk/team-around-the-school

http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2024/04/Stockports-multi-agency-response-to-need-guidance-document.pdf

Professional standards:

Teachers_standard_information.pdf

The-7-principles-of-public-life

National-standards-of-excellence-for-headteachers

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations:

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff:

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for students:

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults:

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities:

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network:

- https://contextualsafeguarding.org.uk/

Resilience Hub:

Greater Manchester Resilience Hub

Substance Misuse:

- MOSAIC-MOSAIC Drug and Alcohol Services
- Talk to Frank: www.talktofrank.com

Domestic Abuse:

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation:

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse:

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment:

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety:

- The Stockport Online Safety Hub- https://stockport.onlinesafetyhub.uk/
- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health & Emotional Wellbeing:

- Mind: www.mind.org.uk
- Kooth- https://www.kooth.com/

- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/ Stockport

Radicalisation and hate:

- Educate against Hate: www.educateagainsthate.com
- Stop Hate UK- https://www.stophateuk.org/
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison:

- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/

Children in the court system:

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children:
    - Young witness booklet for 5 to 11 year olds - GOV.UK (www.gov.uk)
    - Young witness booklet for 12 to 17 year olds - GOV.UK (www.gov.uk)

- Making arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.