



## Child Protection and Safeguarding Policy

Policy Review	
Review Schedule	Annually
Review Committee	Governing Body
Date of Last Review	Autumn 2025
Date of Next Review	Autumn 2026

Head Teacher Signature	Date Signed:
Governor Signature	Date Signed:

## **Useful contacts**

### **Head Teacher**

Mr Craig Beaty 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Designated Safeguarding Lead (DSL)**

Mrs Jennie Clark 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Deputy DSLs**

Mr Craig Beaty, Mrs Claire Jenkinson and Mr Neil Bonsall 0161 370 3626  
[admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Designated Teacher for Looked after Children**

Katherine Haygarth 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Chair of Governors**

Mrs Jenna Atherley 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Nominated Governor for Safeguarding and Child Protection**

Mrs Laura Smith 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Nominated Governor for Filtering and Monitoring**

Mr Tom Currie 0161 370 3626 [admin@aldwyn.victoriousmat.org](mailto:admin@aldwyn.victoriousmat.org)

### **Local Authority Designated Officer – LADO team Tel: 0161 342 2245**

Email: [ladoreferrals@tameside.gov.uk](mailto:ladoreferrals@tameside.gov.uk)

### **Early Help and Safeguarding Hub (EHASH).**

Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm.

Tel: 0161 342 4101 Out of hours Tel 0161 342 2222

### **Early Help Assessment Advisors for Denton, Droylsden and Audenshaw**

Sarah Bradburn [sarah.bradburn@tameside.gov.uk](mailto:sarah.bradburn@tameside.gov.uk) 0161 342 5211

## **Child Protection and Safeguarding Policy, Ethos and Scope**

**This Policy applies to all adults, including volunteers, working in or on behalf of the School.**

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and Colleges and their staff form part of the wider safeguarding system for children. This system is described in Working Together to Safeguard Children 2023. Schools and Colleges should work with Social Care, the Police, Health Services and other Services to promote the welfare of children and protect them from harm.”

### **Introduction**

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Aldwyn we are a community and all those directly connected i.e. staff members, Governors, parents, families and pupils, have an essential role to play in making it safe and secure.

### **Our Ethos**

We believe that at Aldwyn we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within our school including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We will work with parents to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### **Scope**

In line with the Law, this Policy defines a child as anyone under the age of 18 years.

This Policy applies to all members of staff in our setting, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## Definition

Safeguarding and promoting the welfare of children means:

- 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 the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

The term "harmful sexual behaviour" includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purposes of this policy, the term "sexual harassment" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

The term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

## Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

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

## Legislation and Local Guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children (WTTSC 2023) and the Governance Handbook. We comply with this guidance and the procedures set out by the Tameside Safeguarding Children partnership.

This policy is also based on the following legislation and guidance:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

## Legal Framework

This policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

### Legislation:

- Children Act 1989
- Children Act 2004
- Children and Social care Act 2017
- The Childcare (Disqualification) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.
  - Education Act 2002
  - Education (Health Standards) (England) Regulations 2003
  - Equality Act 2010
  - GDPR May 2018
  - Protection of Freedoms Act 2012
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
  - The Sexual Offences Act 2003
  - Domestic Abuse Act 2021

## Statutory and other guidance

- DfE (2023) 'Working Together to Safeguard Children
- DfE (2025) 'Keeping Children Safe in Education
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing advice for safeguarding practitioners'
- DfE (2018) 'Disqualification under the Childcare Act' 2006
- DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'
- DfE (2021) Sexual Violence and Harassment between children in school and colleges
- DfE (2022) 'Working together to improve school attendance'

- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Ofsted's Education Inspection Framework
- Home Office's Preventing youth violence and gang involvement
- Home office's Criminal exploitation of children and vulnerable adults: county lines guidance
- SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Statutory framework for the Early years foundation stage for group and school based providers (DfE 2024)

## **Local Guidance**

- Greater Manchester Safeguarding Partnership guidance
- Tameside Safeguarding Children Partnership - Thresholds for Assessment

This policy also complies with our funding agreement and articles of association.

This policy should also be read in conjunction with the school's Online Safety Policy, The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of 3/4/5G devices on school site.

# Roles and Responsibilities

## All staff

All staff working directly with children will read and understand their statutory responsibilities outlined in Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

Staff who do not work directly with children will read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2022) understanding the role of the designated safeguarding lead (DSL/DDSL), reading and understanding the school behaviour policy and their safeguarding responses to children who go missing from education during the school day or otherwise and reading and understanding the school's online safety policy.
- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. All staff should be reporting emerging problems that may warrant early help intervention to Mrs. Clark, Mr. Beaty or Mr. Bonsall
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play. Error! Reference source not found. illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL or DDSL first to agree a course of action. In the absence of a DSL or DDSL being available, staff must not delay in directly contacting children's social work Duty and Advice team or the police if they believe a child is at immediate risk of significant harm.
- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSC will (wherever possible) be made by the Safeguarding Designated Staff, to the CSC EHASH team (**0161 342 4101**). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.



- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or be associated with outside factors. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

## **Designated Safeguarding Lead. (DSL)**

The lead person with overall responsibility for child protection and safeguarding is the DSL Mrs Jennie Clark. The Deputy DSLs are Mr Craig Beaty and Mr Neil Bonsall. The DSL (and deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns. The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

The role of the DSL includes but is not limited to:

### **Managing Referrals**

The DSL will:

Refer all cases of suspected abuse to Early Help and Safeguarding Hub (EHASH) and to the Police if a crime may have been committed.

Liaise with the Head Teacher about safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

Refer cases to the Channel programme where there is a radicalisation concern as required.

Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

Document why cases have been escalated or monitored.

## **Record Keeping**

The DSL will:

Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

When a child leaves our educational establishment, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. This will be within 5 days for an in-year transfer or within the first 5 days at the start of a new term. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery. Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

## **Inter-Agency working and information sharing**

The DSL will:

Cooperate with Children's' Social Care for enquiries under Section 47 of the Children Act 1989.

Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

New safeguarding partners and child death review partner arrangements have been in place since September 2019. Locally, the three safeguarding partners (the local authority; a Integrated Care Boards for an area within the local authority; and the chief officer for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

## **DSL Training**

The DSL will:

Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to:

Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.

Be aware of responsibilities under the Prevent Duty and undertake a Prevent risk assessment which is shared with all staff

Understand the assessment process for providing early help and intervention, e.g. the Tameside Safeguarding Children Continuum of Need guidance and tools and the early help planning processes.

Have a working knowledge of how the local authority conducts initial and reviews child protection case conferences and contribute effectively to these.

Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989) i.e. those with special educational needs, pregnant teenagers and young carers.

Ensure each member of staff has access to and understands the Aldwyn Safeguarding and Child Protection Policy and procedures, including providing induction on these matters to new staff members.

Organise whole educational establishment child protection training for all staff members regularly (at least every 3 years) and provide updates at least annually.

Ensure all staff who miss the training receive this by other means e.g., by joining any other training courses.

Ensure that all staff undertake safeguarding training or refresher training on an annual basis to include online safety training and understanding of the expectations and responsibilities relating to filtering and monitoring.

Ensure new starters complete safeguarding training as part of their induction.

Ensure the School allocates time and resources every year to enable relevant staff members to attend update sessions and training.

Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff induction and training.

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.

Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

## **Awareness Raising**

The DSL will:

Review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body/board to update and implement them.

Make the Safeguarding and Child Protection Policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the School staff in any investigations that ensue.

Provide updates to the staff on any changes to Child Protection legislation and procedures and any relevant learning from local and national serious case reviews at least annually.

Ensure the child protection policies are known, understood and used appropriately.

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Quality Assurance**

The DSL will:

Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year).

Complete an audit of the Schools safeguarding arrangements at frequencies specified by the Tameside Safeguarding Children Partnership.

Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

## **Designated Teacher for Cared for Children (previously known as Looked After Child)**

The **Designated Teacher** who is responsible for promoting the educational achievement of children who are cared for is Miss Haygarth. They will work with the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the need identified in the child's personal education plan. The designated teacher also has responsibility to promote the educational achievements of children who have left care i.e. been adopted, special guardianship etc.

## **Nominated Governor for Safeguarding**

The **nominated governor** responsible for safeguarding to champion good practice is Tom Currie. They will liaise with the Head teacher and provide information and reports to the governing body.

## **Head teacher**

The **Head teacher**, Craig Beaty will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

## **Governing Body**

The Governing Body/board is collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our day-to-day

practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the school leadership team.

## **Supporting Children**

We 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 harmful. This does not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. The development of trusted relationships with children and young people which facilitate communication will greatly support children in this situation.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

Ensuring the content of the curriculum includes social and emotional aspects of learning.

Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.

Ensuring that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the schools E-Safety policy. The school will ensure that it meets the filtering and monitoring standards published by the DfE.

Relevant issues may be covered through SRE or through PSHCE

Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

Providing pupils with a number of appropriate adults to approach if they are in difficulties. Supporting the child's development in ways that will foster security, confidence and independence.

Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.

Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.

Liaising and working together with other support services and those agencies involved in safeguarding children.

Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.

Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.

Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures. Where pupils become absent from school, particularly on repeat occasions or for prolonged periods an appropriate safeguarding response will be made to help identify any risk of abuse, neglect or exploitation, and prevent the risk of disappearance in future.

Where there is a safeguarding concern, we will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Staff use CPOMS to report concerns and '3 houses' activities are carried out with the child to gain their wishes and feelings. This system is well promoted, easily understood and easily accessible for our children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Be aware of the risk factors of both Child Sexual Exploitation and Criminal exploitation of children (see appendix B).

Be aware that children can abuse other children (child on child abuse). (See appendix I)

Be aware of indicators which may signal that children are at risk from or are involved with serious crime.

Protecting Children, as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse this risk is part of our schools safeguarding approach.

Understanding that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

We recognise at Aldwyn that some groups of pupils can face additional safeguarding challenges, both online and offline, and understand that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

#### Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage. As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes. Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

#### Home-educated children

Parents 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. In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll. Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting

with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

#### LAC and PLAC (Looked After Child, Previously Looked After Child)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers. Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy

#### Pupils with SEND

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying(including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

## **Record Keeping**

All child protection and welfare concerns, discussions and decisions made will be recorded on our secure electronic reporting system CPOMS. Original documents will be kept in a confidential file and stored securely.

If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the pupil's new educational establishment as a matter of priority within 5 days.

Good record keeping is an important part of Aldwyn's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

## **Safer Workforce and Managing Concerns about or Allegations against Staff and Volunteers**

All staff will be subjected to safeguarding checks in line with the statutory guidance ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.***

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure at least one member of every interview panel who conducts an interview has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.***

In accordance with local guidance, we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against staff guidance and Safer Recruitment.

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the Head Teacher. In the case of allegations made against the Head Teacher the case manager will be the Chair of Governors. The procedure for managing allegations is detailed in Appendix A.

## **PROCEDURE FOR MANAGING ALLEGATIONS AGAINST/CONCERNS RAISED IN RELATION TO TEACHERS, SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS**

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our educational establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in



Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2025 are adhered to.

If an allegation is made or information is received about an adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors are contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will follow Keeping Children Safe in Education 2025. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO, Local Authority Designated Officer.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should call the NSPCC whistleblowing helpline on 0800 028 0285.

The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.

The head teacher will ensure that the child and family are kept informed of the progress of the investigation.

The Human Resource Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.

The staff member who is the subject of the allegation will be advised to contact their union, professional association, or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).

The Human Resource Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.

The head teacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has: -

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### **Low level concerns that do not meet the harm threshold**

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. All concerns about adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately. See Low Level Concerns policy for further information.

### **Staff Induction, Training and Development**

All staff will be made aware of the systems within our school which support safeguarding and these will be explained to them as part of staff induction.

This will include the:

- child protection policy
- behaviour policy
- staff code of conduct
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead

They will be given a copy of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One or Annex A if appropriate

We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

All staff members at Aldwyn will receive appropriate safeguarding and child protection training, including online safety which is regularly updated by DSL

The nominated governor for safeguarding and child protection will attend relevant training; this training will be updated every two years.

Aldwyn will maintain accurate records of staff induction and training.

### **Confidentiality, Consent and Information Sharing**

We recognise that all matters relating to child protection are confidential.

The Head teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis and in the best interests of the child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix A

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

We may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents /carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose.

We will try to get consent from parents/carers (or the child, if they have sufficient understanding<sup>1</sup>) to share information, if possible. However, **we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we should record this with a full explanation of our decision.**

**Consent should not be sought from parents or carers** (or the child, if they have sufficient understanding), if: it would place a child at increased risk of harm; or it would place an adult at risk of serious harm; or it would prejudice a criminal investigation; or it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or required by law or a court order to share information.

**Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

**Consent is necessary**, for Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents/carers to share information unless we make them aware that there is a specific issue about consent. This will be discussed with a social worker in the Multi Agency Safeguarding hub.

Early help assessments are undertaken with the agreement of the child and their parents or carers.

If we are in any doubt about the need for seeking consent, we will get advice from the DSL or from the Early Help and Safeguarding Hub (EHASH).

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

## **INTER-AGENCY WORKING**

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews, and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.

We will support the Tameside Safeguarding Children Partnership arrangements in supporting our children and families.

## **Early Help for Children and Families**

Most parents/carers can look after their children without the need of help other than from their family or friends. However, some parents/carers may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our educational establishment will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2023* and local guidance, to any child who needs it.

We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

At Aldwyn Primary School we work with other agencies to provide the best support we can for our pupils and their families. We work in partnership with the local authority and their early help offer <https://www.tameside.gov.uk/earlyhelp/neighbourhoods>, working with other agencies through the neighbourhood multiagency initiative and also the Team Around the School Approach

## **Operation Encompass**

This school participates in Operation Encompass. We work together with the police to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the

following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. (Please see Appendix C)

## **Mental Health**

We will work with a range of services to identify and support children who may be suffering from mental health issues.

All staff at Aldwyn are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy and speaking to the designated safeguarding lead or a deputy

Staff however, will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

## **Reporting a Safeguarding Concern**

Tameside Safeguarding Children Partnership Threshold Guidance will be used to determine the level of need and the action needed to offer support at an earlier stage or to safeguard a child i.e., does the child and family need help or is the child at risk of harm.

Tameside Children's Early Help and Safeguarding Hub will be contacted if we need support or advice on safeguarding children/young people and/or if we believe that a child/young person is at risk of significant harm (contact details on the first page of this policy).

All safeguarding concerns will be reported to the Children's Multi Agency Safeguarding Hub using the Multi-Agency Request for Service Form (MARS).

The safeguarding functions within the Children's Early Help and Safeguarding Hub bring together all the multi-agency resources to provide a quick and robust response to safeguarding children at the front door.

Referrals may also be made for Early Help intervention by completing a MARS, this will enable the school to work with the family and other professionals to provide a coordinated multi-agency package of support.

## **Contractors, Service and activity providers and work placement providers**

We will ensure that contractors and providers are aware of Aldwyn's Safeguarding and Child Protection Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations who are working with our children have been subject to the appropriate level of safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025***. If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

## **Whistle Blowing and Complaints**

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

## **Site Security**

All Staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out in the office visitors' log and to display a visitors badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Aldwyn Primary School will not accept the behaviour of any individual, parent or anyone else that threatens school security or leads others i.e., a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## **ONLINE SAFETY**

Aldwyn Primary School has an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought. Children are not permitted to have a personal mobile device during the school day. Mobile

phones are collected by the class teacher and placed in a secure place until the end of the day.

## **MISSING FROM EDUCATION**

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

At Aldwyn we have appropriate safeguarding responses to support children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing again.

We will inform the local authority of any pupil who fails to attend Aldwyn regularly or has been absent without the school's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

We may request more than one emergency contact number for each pupil or student in order to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or safeguarding concern.

We will follow Keeping Children Safe in Education September 2025 guidance, Working together to improve school attendance, statutory guidance around children missing from Education and our school attendance policy.

## **Our role in supporting children**

**We will offer appropriate support to individual children who have experienced abuse or who have abused others.**

In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil or others affected require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e., learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the pupil's child protection record.

For children who have sexually harmed or may have sexually harmed peers, where appropriate a Risk Assessment Management Plan (RAMP) will be completed that includes safety and support planning.

## **Children with special educational needs, disabilities, or health issues**

We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents'

mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are involved) risk-assessment prior to making the decision to exclude. Further advice will be sought from [Suspension and permanent exclusion guidance September 2023](#) (DfE) Section 3. In situations that a looked after child is at risk of exclusion the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and assemblies.

Concerns regarding a student's mental health/emotional wellbeing should be reported to the safeguarding team in keeping with the school's safeguarding reporting arrangements so that students can be offered appropriate support, this may include in-house, local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students. Pupils at Aldwyn will be able to access the support from the school counsellor or the Education Mental Health practitioner.

### **Children at risk of specific forms of abuse**

Aldwyn Primary School follows the Thameside Safeguarding Partnership multi-agency procedures in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

### **Remote Learning and Remote Welfare**

If children are being asked to learn online at home, for example because of an unavoidable school closure Aldwyn will follow advice from the DfE on [safeguarding and remote education \(DfE, 2021b\)](#). In addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2022)



Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, a robust communication plan will be put in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

We recognise that school is a protective factor for children and situations such as periods of national lockdown can affect the mental health of pupils and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of pupils' work where they are at home.

## **Female Genital Mutilation: The Mandatory Reporting Duty**

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

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

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

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

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

**Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow the appropriate procedures.

## **Radicalisation and Terrorism**

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use

or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them they should report it to the DSL/DDSL.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. For further guidance please see [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting)

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#).

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

## **Child on child abuse**

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours.

We will take steps to minimise the risk of child-on-child abuse by ensuring students can learn about this through the PSHE/RSHE curriculum. The PSHE curriculum will support pupils to recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will regularly review the school site and school activities to further minimise the risk of child on child abuse occurring.

We recognise that abuse can often go unreported or be reported latterly. We will encourage and support students to report child-on-child abuse to trusted adults in school or the NSPCC helpline.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The DSL is responsible for providing support to all children involved in incidents of peer on peer sexual abuse. Where incidents of child-on-child abuse involve children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable.

Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate).

We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

Where child exploitation (ie, criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.

We will ensure the school, works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## **Sharing Nudes and Semi Nudes**

### **Staff responsibilities when responding to an incident**

If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately. The DSL will refer to DfE guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview) (updated March 2024) - GOV.UK ([www.gov.uk](https://www.gov.uk))

They must **not**:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

## **Quality Assurance**

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

We will complete an audit of the School safeguarding arrangements annually as specified by the Tameside Safeguarding Children Board and using the audit tool provided by them for this purpose.

The School senior management and the governing body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

## **Policy Review**

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

## **Linked Policies and Procedures**

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure.

- Administration of Medicines Policy
- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol
- E- Safety
- Equalities Policy
- Health and Safety Policy
- ICT Acceptable use Policy
- Inclusion Policy
- Offsite Activities and Educational Visits Policy and risk assessments.
- Online Safety Policy
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Premises Inspection Checklist
- Preventing Extremism and Radicalisation Safeguarding Policy
- PSHE Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff Code of Conduct/Behaviour Policy

# APPENDIX A - DEFINITIONS

## 1 DEFINITIONS

**Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year- old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

**Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

**Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

**Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (December 2023)* as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

## 2 CATEGORIES OF ABUSE

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **3 SPECIFIC SAFEGUARDING ISSUES**

Staff should be aware of specific safeguarding issues such as:

- CCE Criminal exploitation of children (County Lines)
- CSE Child sexual exploitation
- Female Genital Mutilation (FGM)
- Mental health
- Child on Child abuse
- Serious Violence- being at risk from or involved with serious violent crime

Staff will also be made aware of issues such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness

- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting



# APPENDIX B CRIMINAL AND SEXUAL EXPLOITATION OF CHILDREN

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

## **Child Criminal Exploitation (CCE)**

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

## **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap-house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

## APPENDIX C DOMESTIC ABUSE

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

## APPENDIX D HONOUR BASED ABUSE

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

# APPENDIX E PREVENT

## Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training. DSLs and those with a responsibility for Prevent will ensure they attend Prevent training every two years, in particular focussing on local threat and risk and ideology training as outlined in the [Prevent Duty Guidance](#).

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will

discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## APPENDIX F UPSKIRTING AND YOUTH PRODUCED IMAGERY

### Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### Youth Produced Imagery

Sexting or Consensual and non-consensual sharing of nudes semi nudes images and/or videos among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern..

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people.

## APPENDIX G PRIVATE FOSTERING

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored

## APPENDIX H RECOGNISING ABUSE

### RECOGNITION – WHAT TO LOOK FOR

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the Tameside Thresholds guidance for further guidance.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding



# APPENDIX I CHILD ON CHILD ABUSE

## ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- CHILD ON CHILD ABUSE

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy. Children can abuse other children.

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

**All** staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nudes and semi nudes images and/or videos;
- 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;
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could 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).

### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

## **Safeguarding allegations**

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

### **Examples of safeguarding issues against a pupil could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using Aldwyn Primary School's usual disciplinary procedures.

In situations where the Aldwyn Primary School considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

# APPENDIX J SEXUAL VIOLENCE AND HARASSMENT

## SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

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. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

# APPENDIX K SAFER RECRUITMENT

## SAFER RECRUITMENT

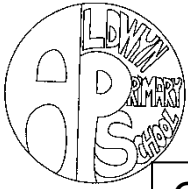
Our educational establishment has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2025*.

At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

The head teacher and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.



## Child protection procedures at Aldwyn Primary School

Child, Staff member or Parent/Carer shares a CP concern.

Child is in immediate risk of significant harm – Report in person to DSL.

DSL will consult with the Children's Hub

On 0161 342 4101

Out of Hours 0161 342 2222

A MARS must be completed within 4 hours of telephone consultation.

<https://secure.tameside.gov.uk/forms/mars/f1312mars.asp>

School will be notified of actions following the referral within 72 hours.

Concern is reported via CPOMS at earliest opportunity. Any dialogue quoted in disclosure must be the actual words used. Include all factual information given at disclosure.

DSL will receive and respond to the concern via CPOMS.

No further action.

Inform the parent/carers of the pupil concerned that an incident has been recorded. Seek parental consent to report to Children's Hub

### For level 1/2 Need

A MARS will be completed and sent to [earlyhelpaccesspoint@tameside.gov.uk](mailto:earlyhelpaccesspoint@tameside.gov.uk)

Advice can also be sought from FIS 0161 342 4260

School will be notified of actions following panel meeting.

### For level 3 Need

A MARS will be completed and sent to Children's Hub

School will be notified of actions following the referral within 72 hours.

Outcomes from the MARS will be recorded in CPOMS. Any files, paperwork will be scanned and uploaded into Child's CPOMS file.

Support at this level is provided universally for all children and young people. All those identified with low-level need which can be met by helping accessing mainstream services such as health centres, schools, children's, community centres etc.

**Level  
1**

Children and families with needs at this level cannot be met by one service alone. Assessment and support should be coordinated **through EHA**

A Lead Professional should be appointed to coordinate support but all relevant universal services have equal responsibility for delivering the support needed.

**Level  
2**

Children and families at this level have needs or requirements that are sufficiently complex to require a statutory social work assessment. Compromised parenting may also be identified as an issue. The intervention can be long term and specialised, for example assisting with a child that has disabilities.

**Level  
3**

In some instances family problems are severe and don't improve through enhanced or specialist support. Sometimes there is a need for statutory intervention, but this will only occur when children and young people are experiencing, or are likely to suffer significant harm

**Level  
4**

