

ST AMBROSE PREPARATORY SCHOOL



SAFEGUARDING POLICY

2025-2026

Reviewed on 05/09/2025

by SH

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

St Ambrose Preparatory School Safeguarding Policy

This policy is applicable to all pupils, whenever they are the responsibility of the school, including off site; this includes pupils in the EYFS.

When the word 'staff' is used this includes all members of staff including governors, self-employed staff, staff employed by a third party, supply staff, contractors, volunteers, students and those on work experience.

Also see related policies including:

Staff Code of Conduct, Whistleblowing Policy, Anti-Bullying Policy, Behaviour Policy, E-Safety Policy, Relationships & Sex Education Policy and Safer Recruitment Policy. Code of Conduct on the Use of Mobile Technology, including in the EYFS.

The school is located in the local authority borough of Trafford and follows the procedures of Trafford Strategic Safeguarding Partnership (TSSP). It also pays due regard to the latest versions of "Working Together to Safeguard Children 2023"; "Keeping Children Safe in Education" (September 2025) (KCSIE) statutory guidance and the Revised Prevent Duty Guidance (2015 updated 2021). A list of other additional guidance may be found in Appendix 8.

St. Ambrose Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Ambrose Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

St. Ambrose Preparatory School upholds fundamental British values and encourages respect for all people.

1. CONTACT DETAILS FOR KEY SAFEGUARDING PERSONNEL

School

Head Teacher, Ms Sara Heron is the Designated Safeguarding Lead (DSL)

Tel: 0161 903 9193

E-mail: s.heron@stambroseprep.co.uk

The DSL takes lead responsibility for all safeguarding matters within the school, including for pupils in the EYFS and for Looked After Children.

Deputy DSL is Ms Sinead Aldridge

Tel: 0161 903 9193

E-mail: s.aldridge@stambroseprep.co.uk

Deputy DSL is Mrs Marie-Claire Cooke

Tel: 0161 903 9193

E-mail: mc.cooke@stambroseprep.co.uk

EYFS Deputy DSL is Mrs Claire Leach

Tel: 0161 903 9193

Email: c.leach@stambroseprep.co.uk

The DSL and Deputy DSL are the members of staff responsible for co-ordinating action within the school and for liaising with other agencies according to Trafford's procedures.

Governor with particular responsibility for Safeguarding matters is Ms Ruth Lindsay.

E-mail: ktrlindsey2018@gmail.com

The named personnel with designated responsibility regarding allegations against staff working in the school are:

DSL

Chair of Governors – Mr. Mark Butler – chair@stambroseprep.co.uk

Local

Concerns about children resident in Trafford (*Children living outside the borough should be referred to the Children's Services department of the local authority where they reside.*)

Trafford Strategic Safeguarding Partnership

Trafford Town Hall

Talbot Road

Stretford

M32 OTH

Tel: 0161 911 8687

Email tssp@trafford.gov.uk

Contact Details for Children's First Response Trafford

Urgent referrals: the school must call 0161 912 5125 followed by completion of the online referral form.

All other referrals including early help: the online referral form must be completed <https://traffordframework.egovhub.net/TRAFFORDFIRSTRESPONSEREFERRALFORM/lau>
nch

Emergency Duty Team (EDT out of Hours) - Tel: 0161 912 2020

Jonathan King specialist education practitioner – 0161 912 5010
jonathan.king@trafford.gov.uk **specialist education practitioner – 0161 912 5010**

Trafford Virtual Head for looked after children: Lynsey Burridge:
lynsey.burridge@trafford.gov.uk

Concerns about the conduct of Adults

- Local Authority Designated Officer (LADO)
- **Concerns about an individual in relation to extremism or radicalisation**
- Local Police Tel: 0161 865 5050
- Prevent Chief Officer Kerry Purnell, Email: Kerry.purnell@trafford.gov.uk 0161 912

2115

- DfE dedicated helpline for non-emergency advice for Staff & Governors Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

Channel – 0161 856 6362 channel.project@gmp.police.uk

Children Missing Education (CME)

The named contact for Trafford is Karen McCallum. Referrals should be made to: cme@trafford.gov.uk. Tel: 0161 912 5846

OFSTED CIE@ofsted.gov.uk OR telephone 0300 123 4666

- EYFS registered settings need to inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at latest

Independent Schools Inspectorate

Email:

info@isi.net

Telephone: 020

7600 0100

Fax: 020 7776 8849

Address: CAP House, 9-12 Long Lane, London, EC1A 9HA

Ofsted

Email:

enquiries@ofsted.gov.uk

Telephone: 0300 123 4234

Address: Piccadilly Gate, Store Street, Manchester, M1 2WD

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email:

dbsdispatch@dbs.gsi.gov.uk

Address: DBS, PO Box 181, Darlington, DL1 9FA Telephone: 01325
953795

It is the school's policy that referrals about pupils are made by the DSL; however, anyone may make a referral and staff may also raise concerns directly with Children's First Response Trafford. If there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services immediately or by calling the police on 999.

2. AIMS AND PRINCIPLES

St Ambrose Preparatory School fully recognises its responsibilities for Child Protection. Every pupil should feel safe and protected from any form of abuse. This is defined in this policy as any kind of neglect, non-accidental physical injury, sexual abuse and sexual exploitation or emotional ill treatment. St Ambrose Prep actively promotes a culture of safety, equality and protection, it listens to children and enables concerns about safeguarding and welfare to be addressed.

The School recognises that effective safeguarding requires a strong school safeguarding ethos, clear procedures, good inter-agency co-operation as well as a workforce that is competent and confident when responding to child protection concerns. ***Safeguarding and promoting the welfare of children is everyone's responsibility.***

Our aims are to:

- Maintain an ethos where pupils feel secure, are encouraged to talk and are heard
- Ensure that pupils are aware they can approach any member of staff if they have concerns or are in difficulties and that staff will listen
- Ensure that pupils are aware of who the DSL and Deputy DSLs are, as well as other key staff who are there to listen and offer help
- Establish what actions the school can take to ensure that children remain safe, at home as well as at school
- Raise the awareness of all staff to safeguarding issues and to ensure they are aware of their responsibility to identify and report all concerns, however minor they may appear
- Provide early help to pupils and families
- Ensure the identification, assessment and support of those children who are in need and/or suffering significant harm or who may suffer significant harm without appropriate intervention
- Ensure effective communication between all staff on child protection issues
- Ensure there are clear and correct procedures for those who encounter any issue of child protection
- Ensure effective, communicative relationships between staff, parents and other agencies.
- Support those children who have suffered harm or neglect

- Identify, monitor and support those pupils who may be in need of additional support from other agencies apart from Children's Services, e.g. Child and Adolescent Mental Health Services (CAMHS);
- Ensure that within the curriculum there are opportunities for pupils to learn how to stay safe, including education on E-safety and Relationships Education.
- Help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.
- Ensure Internet safety is integral to the St Ambrose Preparatory School computing curriculum.
- Ensure effective IT filtering systems are in place to safeguard pupils from potentially harmful and inappropriate online material.

In order to fulfil this responsibility effectively, all professionals must make sure their approach is child-centred. ***This means that they should consider, at all times, what is in the best interests of the child.*** No single professional can have a full picture of a child's needs and circumstances.

If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Staff must maintain an attitude of **'it could happen here'**.

St Ambrose Preparatory School aims to ensure that staff have the skills, knowledge and understanding necessary to keep children safe, including those who are looked after by a local authority. This includes ensuring that staff are in a position to identify concerns early, provide help for children, and prevent concerns from escalating as well as having the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment; whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes. (KCSIE Sept 2025, p7)

Children includes everyone under the age of 18.

This policy applies to all teaching and non-teaching staff and volunteers, is available on the school's website and is available to parents on request. It applies to all areas of the school including Early Years (EYFS).

The governors and proprietors will ensure they facilitate a whole school approach to safeguarding. Thus, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the governors, proprietors and school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

This policy has been written in accordance with:

- i. the DfE guidance document 'Keeping Children Safe in Education' (KCSIE September 2025), the updated guidance provided in the document 'Working Together to Safeguard Children' (2023) and 'Early years and later years (under-8s) childcare - Disqualification under the Childcare Act 2006' (March 2015), as amended in July 2018. Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021) (Prevent) and Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- ii. Locally agreed inter-agency procedures; the school will participate as appropriate in 'common assessment framework' (CAF) or the 'team around the child' (TAC) approaches, or a 'co-ordinated offer of early help', in accordance with WTSC.

The school recognises the importance of early help in school) and the difference between a concern and a child in immediate danger; in each case the DSL will work in accordance with WTSC 2023 and the Trafford first Response referral thresholds.

3. UNDERPINNING VALUES

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

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken will be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families will be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of harm, there is a duty on St Ambrose Preparatory School to share information with children's social care.
- Parents/carers will usually be notified that a referral is going to be made; however, parental consent is not required for a referral to statutory agencies where there is a concern regarding a child's safety or wellbeing.
- Parents/carers will be treated with courtesy and respect and with due regard given to working with them, in a spirit of partnership, in order to safeguard their child's welfare. The welfare of the child is paramount.
- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children.

- Raise awareness of the potential for Sexual violence and sexual harassment between children in schools and colleges.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse
- Support a pupil who has been abused in accordance with his or her agreed child protection plan.
- Maintain a safe environment in which children can learn and develop.
- Communicate readily with TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford) whenever an allegation or disclosure of abuse has been made.

The school endeavours to provide a strongly supportive pastoral environment, in which children have a range of adults to whom they can turn, should they have a concern. These include the class teachers, teaching assistants, Deputy Head and school council leader. Details of helplines are also available.

Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

4. DSL AND DEPUTY DSL RESPONSIBILITIES

The DSL is a member of the Senior Leadership Team and has the appropriate status and authority within the school to carry out all safeguarding duties.

The main responsibilities of the DSL are to:

- (a) Promote a strong culture of safeguarding throughout the school
- (b) Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies
- (c) Ensure all members of staff have access to, and understand, the School's Safeguarding policy and procedures

- (d) Immediately upon the receipt of any report of a suspicion, belief or evidence of concerns, to act upon the report
- (e) Liaise with the TSSP and other agencies. Any disclosure or suspicion of abuse will be referred either via Children's First Response or to a child's existing Social worker by telephone within 24 hours by the DSL or Deputy DSL. It will then be confirmed in writing within 24 hours.
- (f) Attend case conferences or other multi-agency planning meetings, to contribute to assessments and reports and to also offer support to other staff who may be required to attend such meetings
- (g) Be responsible for procedures in the school and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service
- (h) Provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns
- (i) Promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children.
- (j) Maintain a regular training programme for all members of the school's staff and volunteers in line with advice from TSSP.
- (k) Ensure that all staff are trained regularly to understand and discharge their roles and responsibilities as set out in the latest KCSIE (2025) and in this policy.
- (l) Ensure that when pupils leave the school, any child protection information is transferred securely and that a record of any safeguarding information is obtained from previous schools or nurseries for new pupils joining the school
- (m) Ensure the Safeguarding Policy is reviewed at least annually in conjunction with the school governors
- (n) Be responsible for overseeing online safety in the school with the support of the school's IT manager
- (o) Understands and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation

- (p) To ensure the Safeguarding Policy is available on the school's website

During term time, the DSL (or deputies) is always available (during Staff hours) for staff in the school to discuss any safeguarding concerns. Out of hours/Out of term activities contact is via the Emergency Duty team 0161 912 2020

The school has appointed an experienced and suitably qualified member of staff who is the member of the Senior Leadership Team as DSL to be responsible for matters relating to child protection and welfare and a DDSL with similar training (to the same level), to act in their absence and take the lead should an allegation be made against the DSL.

The DSL and deputy develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. The responsibilities of the DSL and DDSLs are provided in job descriptions specific to this aspect of their school role. They include;

- Being conversant with TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford) procedures and the role of other agencies.
- Following the school's safeguarding & child protection policies and co-ordinating child protection procedures in the school.
- Being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Consulting with the Safeguarding in Education Team at Trafford Strategic Safeguarding Partnership, or LADO, as appropriate, on issues if an allegation or suspicion occurs and liaising with the various child protection agencies where appropriate.
- The DSL should use NPCC- When to call the police to help them understand when they should consider calling the police and what to expect when they do.
- Keeping the head informed of all actions unless the head is the subject of a complaint. An allegation against the Head should be made straight to the Safeguarding Governor, relevant Education Director or proprietor.
- Co-operating with any police and LADO investigations.
- Liaising with the head, Safeguarding Governor and relevant Education

Director regarding training for all who work at the school on child protection issues.

- Attending appropriate higher-level training every two years supplemented by informal updates as required, but at least annually.
- Undertaking training to facilitate the recognition of the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and ensure confidence in the capability to support SEND children to stay safe online”.
- Keeping appropriate records, sharing these with agencies as and when appropriate. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- Having a responsibility for the school’s e-safety provision, the teaching of online safety and the quality of the school’s filtering and monitoring
- The DSL must have details of any social worker linked to a child in the school.
- Supporting staff.

- Take responsibility, when a child leaves the school, for ensuring that the child protection file is transferred securely to the new school as soon as possible and obtaining confirmation of receipt. Such a transfer of information should be separate from the main pupil file. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. Such files should be sent to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of a new term as a recipient of a child protection file from a previous school, the DSL must ensure that key staff, including the SENDCO, are made aware as required.
- The DSL should liaise with the Head teacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputy) will need to familiarise themselves with this document.

5. HELPING A CHILD WHO WANTS TO TELL YOU ABOUT ABUSE

Staff should remember that the priority is to protect the child;

- Take the matter seriously
- React calmly and listen carefully
- Observe but do not judge
- Don't stop the child who is freely recalling significant events
- Reassure the child that he or she has done the right thing in telling you
- Indicate the action you will take and make it clear that you will have to tell the DSL (you cannot promise confidentiality - no secrets)
- If the child comes back to talk at a later stage, don't comment or advise; ensure that you listen, record and reassure the child.

As a member of staff, it is essential to remember not to:

- Drag the child to the DSL – this could be interpreted as abusive in itself!
- Contact the parents yourself
- Interrogate the child or ask leading questions
- Speak to anyone about whom allegations are made, including colleagues
- Promise confidentiality
- Ask a child outright if he or she or others have suffered abuse
- Criticise the alleged perpetrator.

6. PROCEDURES

The school will follow the procedures set out by TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford) and take account of guidance issued by the Department for Education (DfE), as noted above. Links to these documents can be found in Appendix. Guidance from KCSIE 2025, Part 4, section 1 states that procedures should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, by showing transferable risk.

In order to meet the aims of this policy, the school has the following measures in place:

St Ambrose Prep ensures that the school has a DSL for child protection who has received appropriate training and support for such a role and a DDSL with a similar level of training to cover in the event of absence. In the event of the DSL being the subject of an allegation, the school's response will be co-ordinated by the DDSL, who will liaise with Safeguarding Governor or proprietor.

The school ensures that every member of staff (including temporary and supply staff and volunteers) know and understand:

- The name of the DSL and DDSLs and their roles
- The responsibility of all staff to be alert to the signs of abuse and their responsibility for referring any concerns to the DSL.
- The procedures identified within the school policy.

The school ensures that parents have an understanding of the responsibility placed on the school and staff in relation to safeguarding and child protection, by publishing appropriate policies on the school's website.

The school ensures that members of staff are aware of the need to act on concerns about the welfare of a child immediately and to speak with the DSL or DDSL in accordance with this policy. Staff need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse. The school provides child protection training within the induction programme for all new staff and volunteers. The three-yearly training for staff is provided either by TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford), an external welfare agency acceptable to TRAFFORD CHILDREN'S FIRST RESPONSE, or those who are DSLs within the school and have up-to-date inter- agency training.

The school is committed to developing effective links with relevant agencies and cooperating as required with their enquiries regarding child protection matters. It is especially important that school understands its role in the three safeguarding partner arrangements (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area).

The school will deal appropriately and immediately with every suggestion or complaint of abuse. Any allegation or suspicion of abuse, from within or outside the school, will be managed in accordance with this policy and, in all proper circumstances, will be referred to an external agency for investigation. The school will not undertake its own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

For children in need, a referral will be made to Trafford First Response and for children at risk, a referral will be made to Trafford First Response/the Police immediately. They have a duty to respond. Staff should also be alert to any child who may benefit from an early help assessment. The DSL has responsibility to take the lead in matters of an early help assessment. In particular, staff should be alert to the potential need for an early help assessment for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

7. AWARENESS OF CHILD PROTECTION ISSUES

We recognise that, because of their day-to-day contact with children, staff at the school are well placed to observe the outward signs of abuse. St Ambrose Preparatory School will therefore

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty
- Ensure that staff recognise the school's duties both to children in need and to children at risk of harm
- Include in the curriculum activities and opportunities for RSHE/PSHE which equip children with the skills they need to stay safe from abuse, including keeping safe online, and to know whom to turn to for help
- The Department has produced a one-stop page for teachers on GOV.UK,
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life. We understand that we play a crucial role in preventative education and understand that it is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. It is underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. It tackles at an age-appropriate stages issues such as:
 - I. healthy and respectful relationships
 - II. boundaries and consent
 - III. stereotyping, prejudice and equality
 - IV. body confidence and self-esteem
 - V. how to recognise an abusive relationship, including coercive and controlling behaviour
 - VI. the concepts of, and laws relating to- sexual consent, sexual

exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

- Ensure all staff, including ancillary staff and representatives of the proprietors, receive comprehensive training on child protection issues, as specified by Trafford Children's First Response in frequency and content, not less than every three years supplemented by informal updates as required, but at least annually.
- Ensure that all staff working directly with children have read and understand at least part 1 of KCSIE (September 2025) and Annex B of KCSIE (September 2025); the understanding of staff will be secured by the following measures undertaken by the school. Safeguarding Induction Training which talks new staff through the content in a level of depth appropriate and proportionate to the person and their role.
- INSET Training
- Reminders in Staff Meetings
- Other means of probing understanding, such as the safeguarding governors' interviews with random staff at the annual Safeguarding Review

- Ensure that all school leaders and staff that work directly with children read Part 1 of KSCIE 2025 and Annex B of KCSIE (September 2025); which deal with types of abuse and matters such as children missing education, child criminal exploitation (CCE), Child Sexual Exploitation (CSE), radicalisation, county lines and honour-based abuse (including Female Genital Mutilation and Forced Marriage)
- Ensure that all school staff that are not directly working with children read at least the condensed part 1 at Annex A.
- Ensure that temporary and voluntary staff who work with children are made aware of the arrangements, based on a risk-based approach – whereby the school assesses the level of detail with which such staff should be provided. In addition, all new staff and volunteers will receive training as part of their induction process, which will include an explanation of the systems to support Safeguarding. To ensure best practice, the DSLs for child protection will receive appropriate training, including in inter-agency working, every two years, supplemented by informal updates as required, but at least annually in accordance with locally agreed procedures and the requirements of KCSIE Annex C.

In order to ensure that new staff are fully aware of their duties regarding safeguarding, as part of the induction training for all staff, they will receive a copy and explanation of:

- This safeguarding policy
- The staff code of conduct/behaviour policy
- The behaviour policy for pupils to include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- The school's safeguarding response to children missing education
- The role and identity of the DSL, and Deputy DSL
- The school's approach to online safety

Additionally, at induction, staff must be provided with a copy of

- This safeguarding policy
- The staff code of conduct/behaviour policy which includes acceptable use of IT, staff/pupil relationships, how to deal with concerns both at a low level and above and the use of social media (see 10, below in this policy)

- The Children Missing Education policy
- The role of the DSL and DDSL(s)
- Part 1 and Annex A of KCSIE (September 2025). Annex A is for those who do not work directly with children.
- The whistle-blowing policy

8. IN THE EVENT OF AN ALLEGATION OR A DISCLOSURE BY A CHILD, THE FOLLOWING WILL BE CONSIDERED:

a) INITIAL COMPLAINT

A member of staff suspecting, or hearing a complaint of, abuse:

- Must listen carefully to the child and keep an open mind.
- Must not take a decision as to whether or not abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer. "Use the TED Questions" formula below.
- Must reassure the child but not give a guarantee of absolute confidentiality.
- Must explain the need to pass the information to a DSL, who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation. The record must include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials.
- Must keep the record secure and hand it to the DSL.

TED Questions:

Tell me
about this

Explain
what
happened

Describe
this to me

b) PRESERVING EVIDENCE

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

c) REPORTING

A member of staff needs only reasonable cause for concern in order to act. One sentence from the child, indicating abuse or non-accidental injury, provides staff with reasonable grounds and is sufficient for them to act. This may also apply if clear information comes from a sibling or another adult. However, as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with the DSL. All suspicion or complaints of abuse must be reported only to the DSL, or if it involves the DSL, to the DDSL, who will liaise with the head, (unless the head is the subject of the suspicion or complaint).

Being a small school, all children know that they can approach any member of staff should they have a concern. They are reminded of this during class time, assemblies, school council meetings and PSHE lessons. All classes have a form of 'worry box'. This forms part of their ongoing good practice in prompting all children that they should raise a concern with a member of staff whenever they feel the need, whether in the written or verbal context or in some cases, both.

d) ACTION BY THE DSL:

The DSL will contact the Trafford Children's First Response Team if he or she believes a child may be in need or at risk of significant harm and may follow this up with a written referral to Trafford Strategic Safeguarding Partnership (TSSP). If appropriate, the child may well be told what action is being taken and what will happen next. Allegations against someone in a position of trust are the only cases that must be reported to the LADO. If there is room for doubt as to whether a referral should be made, the DSL may consult with appropriate professionals on an informal basis.

The DSL's options for action include:

- managing any support for the child internally via the school own pastoral support processes
- an early help assessment or
- a referral for statutory services, for example, as the child might be in need, is in need, or suffering or likely to suffer harm

Action taken may also include:

- Sharing information with the head, safeguarding governor or DDSL
- Contacting the parents or carers
- Calling an internal pastoral meeting to discuss the situation – all appropriate persons would be invited (*e.g. class teacher, specialist teachers, school nurse*). At this point a pastoral care plan may be instigated.

The action to be taken will take into account:

- St Ambrose Preparatory School's Safeguarding Policy.
- The procedures published by TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford)
- The nature and seriousness of the suspicion or complaint. Any complaint involving serious harm or a serious criminal offence will always be referred to the Trafford Children's First Response Team, the LADO (if the person under suspicion is in a position of trust) and the police without further investigation within the school.
- The wishes of the pupil, who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times, if the pupil is suffering or is at risk of suffering significant harm, when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes. The welfare of the child is paramount.
- The wishes of parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances.
- Any concern from the DSL that disclosing information to parents would put a child at risk. In this case, he or she will take further advice from

the relevant professionals before making a decision to disclose.

- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

e) REFERRAL GUIDELINES

When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and DSL should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the Trafford Children's First Response Team or Trafford Social Care. This may be done tentatively and without giving names in the first instance.

What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse. However, if sufficient concern develops that a child may be suffering or is at risk of suffering significant harm, a referral will be made without delay.

Contact will be made with the Safeguarding in Education Team at Trafford Strategic Safeguarding Partnership (TSSP) within 24 hours of a disclosure being made. If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours of the initial telephone call. If no response or acknowledgment is received within three working days, the DSL will contact the Safeguarding in Education Team at Trafford Strategic Safeguarding Partnership (TSSP).

i. Contextual Safeguarding:

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL or deputy need to consider the context within which such incidents and/or behaviours occur. Known as contextual

safeguarding, this simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the child's safety and/or welfare.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

9. SAFE WORKING PRACTICE within the CODE OF CONDUCT FOR STAFF

Staff, supply staff, volunteers and helpers need to think and act carefully to avoid situations that could lead to difficulties or embarrassment or accusations.

The following points are intended to provide some guidance:

- All who work with children must ensure that the children feel equally valued; favouritism, real or inferred, causes feelings of alienation and can be misconstrued.
- Staff who have concerns about the conduct of others, in respect of their engagement with children, should have the confidence that they are safe to raise their concerns and their view will be taken seriously. Staff should refer to and follow the procedures detailed in the whistleblowing policy, found in the employment manual.
- Staff should not take children out on their own and refrain from forming personal relationships exclusively with one individual.
- Staff should take care that any electronic communication with pupils is wholly appropriate, does not constitute a breach of trust and is in accordance with E- safety guidance included in Section 11 of this policy. Staff must not befriend pupils on social networking sites.
- Conversations and behaviour should be friendly but not over familiar. Young people are more comfortable with an adult in role than an adult who seeks to be 'one of the gang'.
- Responsible and appropriate use of authority provides stability and security.
- All children should be treated with dignity and respect in attitude, language use and actions.
- Respect the privacy of the children.
- Avoid questionable activity e.g. rough, sexually provocative games and

comments.

- Ensure that correct safeguards are in place to cover 'one to one' situations. This may include individual coaching, instrumental music tuition, administering of first aid, nappy changing, conveying pupils by car etc. One to one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them.
- Make sure that the only people allowed into an activity are the adults assigned to the group. You should not allow others to have free access unless they have a specific reason e.g. guest speaker, maintenance person.
- Physical contact should reflect the child's need not the adult's.
- Physical contact should be age appropriate and generally initiated by the child not the adult.
- Physical contact should take place only in public.
- Children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention.
- Any act of restraint involving physical contact must be recorded in writing and the head notified immediately. The head will notify parents on the same day, or as soon as practicable thereafter. In the event the head is involved this should be passed to the Safeguarding Governor, Education Director or Proprietor. A record of such incidents will be kept on CPoms.
- Physical contact must be in accordance with the school policy on reasonable force and physical restraint.
- Staff should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything that could be misunderstood.

More detailed information is available to all staff through the document 'Guidance for safer working practice for adults who work with children and young people', The guidance identifies many key areas where adults can protect themselves from allegations.

9. RESPONSIBILITIES OF ST AMBROSE PREPARATORY SCHOOL STAFF

As school staff are in regular and frequent contact with children, they are particularly well-placed to observe signs of abuse or unexplained changes in behaviour or performance which may indicate abuse or neglect. Pupils may also make a direct disclosure to a member of staff or with younger children evidence may come to light through their play.

- a) All School staff have a responsibility to provide a safe environment in which children can learn.
- b) All staff must read and understand at least Part 1 and Annex B of KCSIE 2025.
- c) All staff must understand and follow this policy, the Staff Code of Conduct and whistleblowing procedures and be aware of other systems, policies and procedures within the School which support safeguarding
- d) All staff must be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm
- e) All staff must undertake regular safeguarding training at the required level, as and when required
- f) If staff have any concern, however minor it may appear, this must be recorded and reported to the DSL. (In many safeguarding cases, it is not one major incident which triggers a referral but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.)
- g) Staff must understand the unique risks associated with online safety and must be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. They should recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and must be confident they have the capability to support SEND children to stay safe online.
- h) If staff have any concern about the behaviour of a member of staff this must also be reported immediately, as outlined in the section below on allegations against staff.

10. RESPONSIBILITIES OF THE GOVERNING BODY

The Governing Body take leadership responsibility for safeguarding arrangements at the school and ensures that policies, procedures and training are in place.

The Governing Body:

- ensures that St Ambrose Preparatory School has appropriate policies and

procedures in place, in order that appropriate action takes place in a timely manner to safeguard and promote children's welfare

- ensures staff and volunteers are recruited in accordance with of KCSIE 2025
- recognises the importance of information sharing between professionals and local agencies.
- ensures child protection files are maintained as set out of KCSIE 2025
- ensures the school holds more than one emergency contact number for each pupil
- ensures the school liaises with TSSP on issues of Child Protection and ensures that the school's safeguarding arrangements reflect local protocols for assessment.
- ensures the school liaises and works with the three local safeguarding partners: Trafford Metropolitan Council, Trafford NHS Clinical Commissioning Group and Greater Manchester Police, (as required by "Working Together to Safeguard Children"), to safeguard and promote the welfare of children, including identifying and responding to their needs.
- ensures that all staff members undergo safeguarding and child protection training at induction, that their training is regularly updated in line with advice from the TSSP, and that they receive child protection updates at least annually.
- ensures that children are taught about safeguarding, including online, through teaching and learning opportunities.
- creates an environment where staff feel supported in their safeguarding role and are able to raise concerns.
- ensures staff have regular reviews of their own practice so that they have the knowledge, skill and experience to improve.

The governing body undertakes an annual review (with due regard for confidentiality), each June of the School's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged; this is signed off by the Chair of Governors. The governing body also ensures that the School has effective E-safety policies and procedures.

11. SAFEGUARDING TRAINING AND INDUCTION

St Ambrose Preparatory School ensures the DSL, Deputy DSLs, all staff, volunteers and the governors receive training and updates relevant to their roles.

- a) The DSL and Deputy DSLs receive advanced TSSP training every two years. This training includes: child protection, inter-agency working protocols and TSSP's approach to Prevent duties.
- b) In addition to the formal training set out above, the knowledge and skills of the DSL and Deputy DSLs are refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their roles and to increase their knowledge on specific topics.
- c) All school staff undertake training, during induction and periodically (at 3-year intervals) to refresh and update knowledge and understanding, this includes on-line safety and Prevent. In addition, all staff receive a safeguarding and child protection update annually (via either staff meetings, email or INSET) to provide them with the relevant skills and knowledge to safeguard children effectively. As part of the requirement for all staff to undergo regular updated safeguarding training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities relating to filtering and monitoring.
- d) All staff undertake Prevent Awareness Training run by Educare.
- e) All staff are trained how to recognise possible abuse and how to respond if a child discloses information; about the process for making referrals to Children's Services, including Early Help and how to manage a report of child-on-child sexual violence and sexual harassment.
- f) Whenever Part 1 and Annex B of Keeping Children Safe in Education is updated, staff are issued with a copy and are required to read the document, INSET is provided to ensure staff understand the content.
- g) Opportunities are provided for staff to contribute and shape safeguarding arrangements and policy through discussion and staff INSET.
- h) Support is available for staff from the DSL and the Deputy DSLs, with regard to concerns about safeguarding children.
- i) The DSL and DDSs also offer peer support to each other. Support is also given through the Edmund Rice Network between DSLs and DDSs and the Safeguarding Forum in Trafford.
- j) All Governors complete Safeguarding training via Educare.

11.1 Induction

All staff including visiting peripatetic teachers, temporary, supply teachers and voluntary staff have an induction on child protection procedures when they join the school. They are made aware of the TSSP procedures as part of that induction programme. Staff are provided with induction training that explains:

- St Ambrose Preparatory School Safeguarding Policy (including the identity and roles of the DSL and Deputy DSLs)
- the Staff Code of Conduct
- the Behaviour Policy,
- school's response to Children Missing Education (included within this policy)
- the E-Safety Policy (online safety)
- the whistleblowing policy
- a copy of Part 1 and Annex B of Keeping Children Safe in Education 2025.

They will also complete child protection training within 6 months of joining the School and complete online Prevent training. Other applicable training in line with their particular role will be undertaken as necessary.

11.2 Governor training

Governors receive training when they join the school and then at least at 3-year intervals as required for staff.

The Governor with specific responsibility for safeguarding has received level 3 safeguarding training.

All governors have completed Safeguarding training via Educare.

12. ABUSE, NEGLECT AND OTHER SPECIFIC SAFEGUARDING ISSUES

Further information may be found in KCSIE. What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may also be abused by their peers or other young people.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

If staff have significant concerns about any child, they should make them known to the DSL or Deputy DSLs without delay. The tell-tale signs of abuse can vary depending on the type of abuse, but there are some common signs. These include:

- Changes in behaviour – the child may be withdrawn, angry or depressed.
- Changes in appearance - the child may be wearing the same clothes, or not washing or taking care of their appearance.
- Changes in routine or lifestyle – the child may stop going out, refuse to let friends visit.
- Evidence in their school work or in their play that they are confused or distressed
- Seeking the company of more people than usual - they may feel unsafe without people around.
- Being frightened when someone in particular comes into the room.
- Making sure you know everything is OK – the child overemphasises that everything is normal.

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

Physical Abuse

This 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual Abuse of children by other children is a specific safeguarding issue in education.

Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate carers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be more difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents. Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Safeguarding Issues Further safeguarding issues of which staff should be aware are listed below.

Further detailed information can also be found in KCSIE, Annex B. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

Both CCE & CSE 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 criminal or sexual activity

Some of the following can be indicators of CCE and CSE:

- children who appear with unexplained gifts or 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.

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 areas within the UK. Children can be targeted and recruited into county lines in a number of locations including schools, children's homes and care homes.

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

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

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Useful guidance from DfE: [Child sexual exploitation: guide for practitioners.](#)

Mental Health

All staff 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 can make a diagnosis of a mental health problem. although, staff by observing children day-to-day, can identify pupils 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 important that staff are aware of how these children's experiences, and their high prevalence of special needs and mental health needs, can impact on their behaviour and education.

If staff have a mental health concern about a child, immediate action should be taken by making a report to the DSL or deputy DSLs as outlined in section 17 of this policy.

At St Ambrose we work with external agencies seeking support and advice to help identify and help pupils who are or might be suffering from mental health problems. There are clear systems in place and processes which we follow.

Further guidance can be found in the document published by the DfE:

[Preventing and Tackling Bullying, and Mental Health and Behaviour in schools.](#)

The DSLs and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. The DfE guidance 'information sharing

advice for safeguarding practitioners supports staff who have to make decisions about sharing information.

Where there is a concern about a member of staff, the referral will be made to the local authority designated officer, or team of officers (LADO) within one working day. Other agencies may be contacted, such as the child protection unit of the police (CPU) or the NSPCC, in accordance with the procedures published by TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford). If a crime has been committed, the matter will be reported to the police and, in cases of serious harm, the police will be informed from the outset.

When following up incidents, disclosures or allegations, staff will consider the welfare of all children. Where it is deemed necessary to speak with pupils, those involved will be offered the option of having another adult present. Where allegations are of a serious nature, parents or guardians will routinely be invited to attend, unless the allegation is of a nature where their presence may cause greater upset or jeopardise any possible police action.

Drug and Substance Misuse

Where issues come to attention of the school in relation to drugs and substance misuse, we will follow the Schools Policy on Drugs. The school will uphold our statutory functions of child protection in line with established referral procedures and the law of the land.

using dedicated mobile phone lines or other form of "deal line"

'Honour-based' abuse (HBA)

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.

If any staff have a concern they should speak to (DSL) immediately.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of 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. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM, including the reporting of this by younger siblings. Staff should bring any concerns about FGM, including where there is

suspicion a girl may be at risk of FGM being carried out, to the attention of the DSL immediately. **There is a mandatory duty on teachers to report cases of FGM to the police if it is believed that an act of FGM has been carried out.**

Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- Induction of illness by a variety of means

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

For further details on these topics and on the following topics see KCSIE Annex B

- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- cybercrime
- forced marriage
- homelessness
- modern slavery and the National Referral Mechanism
- Youth Violence and Gang Activity

Children Missing Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

St. Ambrose Preparatory School works with the local authority (Trafford) so that they can fulfil their legal duty, under section 436A of the Education Act 1996, to make arrangements to identify children who are absent from education. Schools and parents have specific responsibilities to assist the local authority in this duty; full details of these responsibilities may be found in Guidance published by DfE: Children Missing Education: <https://www.gov.uk/government/publications/children-missing-education>.

Further general guidance may be found in the governments Missing Children and Adults Strategy.

To fulfil its responsibilities in this regard the school will:

- Enter the child on the admissions register at the beginning of the first day the child is expected to start.

If the child fails to attend on that date the school will investigate and consider notifying the local authority.

- Monitor pupil's attendance and will inform the local authority if a pupil fails to attend regularly or have missed more than 10 school days without permission.
- Work with the local authority to make enquiries about the whereabouts of a child who

has not returned to school for ten days after an authorised absence or after 20 consecutive school days of unauthorised days. If these enquiries fail to establish the whereabouts of the child the school may remove the child from the admission register provided there are no reasonable grounds to believe that the pupil is unable to attend school because of sickness or unavoidable cause.

- Ensure that the admissions and attendance registers follow the guidance given by the DfE in their document: School Attendance, Guidance for maintained schools, academies, independent schools and local authorities.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf
- Follow all of the requirements for sharing information with the local authority set out in the Children Missing education Guidance, including:
 - Notifying the local authority, within specified time, when a pupil's name is removed from or added to the admission register at non-standard transition points.

Information will be provided on "standard transitions" only when requested by the local authority.

Contact details for the Local Authority CME officer are included in Paragraph 1 of this policy.

The School holds more than one emergency contact for each child to enable additional options to make contact with an adult when a child missing education is identified.

13. Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

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 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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 proportionally which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter- Terrorism and the Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Home office issued statutory guidance: Prevent duty guidance for England, Scotland and Wales, Published 12 March 2015, Last updated 10 April 2019. This is supplemented by:

The DfE guide: Departmental advice for schools and childminders (June 2015) and the DfE / Home Office Guidance: The use of social media for online radicalisation (July 2015).

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

Additional support

- Prevent duty guidance for England and Wales
- Prevent awareness e-learning
- Prevent referrals e-learning
- Channel awareness e-learning
- Educate Against Hate

14. Children with Special Educational Needs and Disabilities (SEND)

Children with SEND and/or physical health issues can face additional safeguarding challenges, both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents. Additional barriers can exist when recognising abuse and neglect in this group of children. These challenges can include:

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

To address these additional needs, the School will consider whether extra pastoral and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the DfE's statutory guidance:

- SEND code of practice: 0 to 25 years and
- Supporting Pupils at School with Medical Conditions.

15. Domestic Abuse

The cross-government definition of domestic violence and abuse is: *"Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional"*.

All children can witness and be adversely affected by domestic abuse in the context of home life where domestic abuse occurs between family members. Exposure to 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.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- National Domestic Abuse Helpline 0808 2000 247 (24 Hrs)
- NSPCC - UK domestic-abuse Signs Symptoms Effects
- Refuge: What is domestic violence/effects of domestic violence on children
- Safelives: Young people and domestic abuse.

16. Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The School ensures that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

17. Child on Child Abuse

All staff must be aware that children can abuse other children and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff must understand, that even if there are no reports in the school it does not mean it is not happening; it may be the case that it is just not being reported. It is important if staff have any concerns regarding child-on-child abuse, they must report this to the DSL or deputy DSLs immediately.

There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the school's own disciplinary systems. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the children concerned. The abuse of children is often constructed around an age differential between the abuser and the

abused, but in cases of child-on-child abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.

- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Child on child abuse 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 and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also see DfE *Searching Screening and Confiscation Advice* for schools and the UKCIS Education Group *Sharing nudes and semi-nudes: advice for education settings working with children and young people* which outlines how to respond to an incident of nudes and semi-nudes being shared
- 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
- upskirting (which is a criminal offence), 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.

It is important that all staff are aware of the above scenarios and that safeguarding issues can manifest themselves via child-on-child abuse.

Any such abuse must never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and must be treated as a safeguarding issue where it is reasonable to

suspect that the child is suffering or likely to suffer significant harm. All children involved whether victim or perpetrator will be treated “at risk” and supported.

Often there is a gendered nature of child-on-child abuse and it is more likely that girls will be victims and boy’s perpetrators, however all child-on-child abuse is unacceptable and must be taken seriously. Barriers to disclosure may also be different. As a result, the school may need to explore the gender dynamics of child-on-child abuse, and recognise that these may play out differently in single sex, mixed or gender imbalanced environments. Staff must always be mindful of developing positive attitudes within pupils towards the opposite sex and of promoting and displaying an ethos of mutual respect and equality.

18. Signs that a child is being abused by their peers

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff must be alert to behaviour that might cause concerns, to think about what the behaviour might signify and to encourage children to share any underlying

reasons for their behaviour.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of child-on-child abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

18.1 Children with particular vulnerability to abusing or being abused by their peers

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children. However, individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers as might children with SEND or certain medical conditions. ^[L]_{SEP}

18.2 Sexting (youth produced sexual imagery, nudes/semi-nudes)

Sexting is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

However, St Ambrose Preparatory School takes a pro-active approach in its Computing and PSHE programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The School recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

Sexting (youth-produced sexual imagery) includes the sending of sexually explicit photos, images, text messages, or e-mails by using a phone or other mobile device. These images may be shared via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know. Once the image is taken and sent, the sender has lost control of the

image and these images could end up anywhere. By having in their possession indecent images of a person under 18, or distributing them to someone else, children are unlikely to be aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. Therefore, it is important that the DSL or Deputy DSLs is informed immediately of any sexting (youth-produced sexual imagery) incidents.

18.3 Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers possibly into a gang culture. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

18.4 Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity. These factors can make it difficult for a child to report abuse.

18.5 Preventative Strategies to minimise the risk of Child-on-Child abuse

St Ambrose Preparatory School aims to create and sustain an environment that helps to minimise the risk and occurrence of child-on-child abuse. The school also looks to take a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Opportunities are sought to give teaching and learning opportunities to our pupils, within the context of PSHE and the wider curriculum. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. The possible avenues for such education to take place, including education about abusive behaviour, include the following:

- School Assemblies
- PSHE lessons
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Promote positive values and to encourage a culture of tolerance and respect amongst all members of the school community
- Creating conditions in which pupils can aspire to and realise safe and healthy relationships
- Creating a culture in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of child-on-child abuse promptly and appropriately.

St Ambrose Preparatory School will seek to ensure that it has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. To enable such an open and honest environment we will aim to make sure that all staff feel confident and able to talk about issues and challenge the perceptions and attitudes of children, including where relevant, their use of inappropriate language and behaviour towards one another. Staff will never dismiss issues as “banter” or “growing up” or compare them to their own experiences of childhood. All staff must consider each situation in its own right before taking action. Staff will ensure that they do not minimise the concerns raised as this may result in a child seeking no further help or advice and their predicament becoming far worse

Pupils should be aware that there are a variety of ways in which they can express their views and feelings on any pastoral matter; to access support in order to prevent abuse from occurring, to report abuse that is happening, and to find ongoing support after abuse has been identified. Pupils are able to seek support from staff if they feel they are being abused or that one of their peers is at risk from abuse or peer on peer abuse. The school has a ‘worry-box’ in each classroom which is available for all children to anonymously submit any worries or concerns they may have. The class teacher will collect these in periodically and will address the issue privately/appropriately on case-by-case basis. Each class is also assigned a prefect from the Year 6 class to act as a less formal figure to report concern to.

18.6 Action to be taken by all staff in response to Child-on-Child abuse

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is

necessary to gather the information as soon as possible to get the true facts around what has occurred and before the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, do not use the word perpetrator, this can quickly create a blame culture and leave a child labelled.

Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents must be responded to in line with this Safeguarding Policy and reported to the DSL or deputy DSLs without delay, such matters must be clearly recorded.

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL will use his professional judgement to determine whether it is appropriate for the alleged behaviour to be dealt with internally through normal disciplinary procedures and, if so, whether any external specialist support is also required. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL will contact Children's First Response immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with Children's First Response and agree on a course of action.

18.7 Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

The support required will depend on the individual child. It may be that they wish to seek counselling or one to one support via a member of the school staff. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In that case, it is necessary that the child continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group, for example a speaker on cyber bullying, relationship abuse etc.

It may be that through the continued curriculum of assemblies, PSHE, that certain issues can be discussed more frequently.

If the child feels particularly vulnerable a risk assessment can be put in place for them whilst in school so they have a key contact to talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as counselling or one to one support via a member of school staff may also be necessary. Particular support from identified services may be necessary through an Early Help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the child to engage in one-to-one work with a particular service or agency.

Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or suspension for a period of time to allow the child to reflect on their behaviour.

After care

It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the children following the incident(s) are imperative.

19. Child on Child Sexual violence and sexual harassment

It is important St Ambrose Preparatory School staff are aware that sexual violence and sexual harassment can occur between children of any age or sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. There can be by one or more perpetrators involved.

Sexual harassment when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

The school will respond on a case-by-case basis, with the DSL (or deputy DSLs) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. All victims must be taken seriously, supported and kept safe.

19.1 Risk Assessment Following a report of sexual violence

Following a report of sexual violence, the DSL (or deputy DSLs) will make an immediate risk and needs assessment, considering: the victim, the alleged perpetrator and all other children (and if appropriate adult students and staff). Risk assessments will be recorded and kept under review. The DSL (or deputy DSLs) will engage with children's social care and specialist services as required. It is essential all victims are reassured that they are being taken seriously, regardless of how long it has taken the victim to come forward and that they will be

supported and kept safe. Abuse that occurs online will not be downplayed and will also be treated seriously. A victim must never be given the impression that they are creating a problem by reporting a sexual violence or sexual harassment. Nor must a victim feel ashamed for making a report or their experience minimised.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed.

Where the report includes an online element, staff must be aware of searching screening and confiscation advice (for schools) and UKCIS sexting in schools and colleges advice. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice above provides more details on what to do when viewing an image is unavoidable; and

Informing the designated safeguarding lead (or deputy) as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

As always, all staff should act in the best interests of the child, sexual violence and sexual harassment is not acceptable and will not be tolerated.

Further advice/guidance from DfE:

Sexual violence and sexual harassment between children in schools and colleges

Searching Screening and Confiscation Advice

And from UK Council for Child Internet Safety (UKCCIS):

Advice for Schools and Colleges on Responding to Sexting Incidents;

20. WHAT TO DO IF THERE IS A SAFEGUARDING CONCERN ABOUT A CHILD

(Also see flowcharts Appendix 2 and Appendix 3)

Everyone working at St Ambrose Preparatory School has a duty to raise concerns of a safeguarding nature immediately. Staff should not assume a colleague will take action and share information that might be critical in keeping a child safe. All staff should be mindful that

early information sharing is vital for effective identification, assessment and allocation of appropriate provision of service.

- a) Any member of staff who has any concern whatsoever must complete a Child Protection – Incident and concern report - immediately, (see

Who the concern was reported to:		Role of person the concern was reported to:	
Has the designated safeguarding lead been informed?		Date and time the concern was reported:	
Child's name:			
Date of birth:		Year group:	
Address of child involved:			
Is the child in immediate danger? (If so, contact the police immediately)			
The nature of the concern:			
Account of what happened and where:			
The pupil's account or perspective:			
Were any injuries sustained?		If yes, has a body plan been completed?	
Additional observations:			
Have the police been contacted and why?			
Staff members who are aware of the concern:		External agencies who have been contacted:	

Actions taken and by whom:			
Was professional advice sought?		If yes, who was advice sought from?	
Professional advice or opinion given:			
Has this concern been discussed with the parent/carer?			
Reason for/for not discussing the concern:			
Further action to take:			

b)

- d) Appendix 4). This must be completed and passed to the DSL or the Deputy DSL
- e) Wherever possible, there should also be a conversation with the DSL or in his absence the Deputy DSLs, who will help staff decide what to do next.
- f) Action taken by the DSL may include managing any support for the child internally via the school's own pastoral support processes, an Early Help assessment, a referral to the Trafford Children's First Response and the police.
- g) If it is not possible to speak to the DSL or Deputy DSLs this should not delay appropriate action being taken, the member of staff should refer to the Children's First Response flowchart (Appendix 1).
- h) In an emergency or if a child is in immediate danger or is at risk of immediate harm a referral should be made to Children's First Response and/or the police immediately.
- i) If a referral is made by a member of the staff to Children's First Response directly, the DSL or Deputy DSLs must be informed as soon as possible.
- j) Staff do not require parental consent to make referrals to statutory agencies.
- k) A member of staff may also become concerned about a pupil without a disclosure being made or without specific concrete evidence. There may be a change in a pupil's behaviour or art or written work may show signs of confusion or distress.
- l) There may also be concerns raised about a parent's interaction with a pupil or issues such as parental alcohol misuse, domestic violence or mental health.
- m) If there **is any concern at all** or a belief the matter could be a part of a larger pattern, these incidents must still be reported. In many safeguarding cases it is not one major incident which triggers a referral but a series of seemingly minor events.
- n) It is therefore of the utmost importance that these events are reported to the DSL immediately and a child protection initial concerns pro-forma is completed.
- o) If, following a referral, the child's situation does not appear to be improving, the member of staff should contact the DSL (or Deputy DSLs) again, and press for matters to be reconsidered to ensure their concerns have been addressed and the child's situation improves.

21. GUIDANCE ON RESPONDING TO CHILDREN IF THEY DISCLOSE INFORMATION

Do not promise confidentiality: it is very likely a concern will have to be shared further (for example, with the DSL or Deputy DSLs or children's social care) to discuss next steps. Explain that you have to make sure that the pupil is safe and you will need to ask other adults to help

you to do this. Staff should only share information with those people who are necessary in order to progress it.

Recognising a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what.

Reassure the child that they are right to tell you

Do not cross-question the child Let the child tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.

Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff or through their play.

Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.

Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.

Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.

Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.

Under no circumstances should the member of staff ask a child to complete a child

statement.

Preserving evidence: All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be safeguarded and preserved. If evidence is found on an electronic device, the device involved should be confiscated.

Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means.

22. RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. These records will be reviewed regularly by the Safeguarding team so that any concerning patterns of behaviour can be spotted.

Records should:

- a clear and comprehensive summary of the concern;
 - state who was present, time, date and place
 - use the child's words wherever possible
 - be factual/state exactly what was said
 - differentiate clearly between fact, opinion, interpretation, observation and/or allegation
 - be written in ink/typed and signed and dated by the recorder and passed to the DSL

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

A file note will be entered into the pupil's central file highlighting that there are safeguarding records. This will alert staff preparing records for transition, that there is information held within the Safeguarding file.

Safeguarding information will be held in a separate confidential file and locked away. If a child's file is taken off premises it is signed for and its return monitored.

On making a referral, the school can expect the local authority to make a decision within one working day about the type of response that is required, letting the referrer

know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The school should follow the matter up with the local authority if information is not forthcoming.

For further information on action to be taken in relation to safeguarding concerns staff can refer to the flowchart on page 24 of KCSIE 2025.

The school maintains and operates practices which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations. In this respect, the school acknowledges the updated guidance provided in Part 4 of the DfE document KCSIE (September 2025).

The school takes all practicable steps to ensure that school premises are as secure as circumstances permit.

The school ensures that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assists staff to monitor their own standards and practice.

The school has a culture of safety and reflective practice, where staff are valued and concerns can be raised, including about poor or unsafe practice and potential failures in the school's safeguarding regime. Its whistleblowing policy is available as part of the employment manual. Staff are made familiar with the policy through staff training. Whistleblowing is covered in the school's

staff code of conduct and its programme of induction for new staff. The Whistleblowing Policy is available separately to those who work or volunteer at the school but are not employees of the school.

The school operates robust and sensible health and safety and fire protection procedures.

The school is alert to the medical needs of all children (particularly those with specific requirements).

Where an allegation against an individual not directly employed by the school, and where its disciplinary procedures do not fully apply, the school will ensure allegations are dealt with properly, including liaison with the LADO to establish a suitable outcome. Schools should seek the support of governance to establish appropriate steps. The agency responsible for the individual should be involved, although the school should lead, and ensure that the individual subject to the allegation receives appropriate support, either through union or colleague representation. The support of the LADO should be assisted to advise on information sharing. The school should ensure that agencies and their staff are aware of the procedures for managing allegations.

23. TRANSFER OF FILES

If a pupil transfers from the school the files will be forwarded to the pupil's new school for the confidential attention of the receiving school's DSL.

A telephone conversation with the DSL in the receiving school will take place to make arrangements to ensure records are transferred securely and confidentially. A copy of the sent file will be kept as dormant; in case the file is lost in transit. If the original files are physically handed to the receiving school by the sending school and a record of all files transferred is fully documented and signed off by both parties, as having been sent and received, then copying the documents would not be necessary. If this is not possible, the security of the file must be considered e.g. secure courier. The School should copy the file and the original documents should be sent under separate cover to new school whilst the child is still under 18. The copies should be shredded once confirmation is received from the receiving school that all relevant documents have arrived. The School should retain a record of the confirmation and a record of when the files were shredded. When it is known a child will be leaving the School the DSL will consider if it would be appropriate to share information

with the school in advance of the child leaving, for example where it would allow the new school to continue to support victims of abuse and have support in place for when the child arrives.

Child protection information will be kept by the School until the child's 25th birthday. If a pupil should die before their 25th birthday, any files will be disposed of appropriately.

24. SUPPORTING PUPILS AT RISK

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. However, when at school their behaviour may be challenging and defiant and they may be withdrawn.

The school will endeavour to support the child through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The PSHE and Relationships education programme, through which pupils will, according to their age and stage of development, learn to develop a healthy, safer lifestyle by being able to:
 - Recognise and manage risks in different situations and then decide how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
 - Be assertive to help resist unhelpful pressure.
 - Understand the law on child-on-child abuse is there to protect them rather than criminalise them.
 - Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people.
 - The government has published advice and guidance on [Preventing and Tackling Bullying, Mental Health and Behaviour in School](#). The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an

integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
 - The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable and that they are valued and not to be blamed for any abuse which has occurred.
- The PSHE programme, assemblies and other occasions, together with the watchfulness of staff and the training they receive, in respect of issues such as mental health, body image, eating disorders, female genital mutilation (FGM), self-harm and radicalisation. (refer also to Section 15)
- Liaison with other agencies who support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- The school understands that it has an important role to play in supporting the mental health and wellbeing of their pupils. 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
- Close monitoring of attendance, identifying patterns and concerns relating to children missing from school.
- The careful vetting of the visiting speakers to ensure that the content of what they intend to say is appropriate in relation to the school's ethos and fundamental British values.
- Drawing up a child protection plan, in consultation with other agencies, if appropriate, to identify strategies to assist a child.
- Keeping records and notifying the Safeguarding in Education Team at Trafford Strategic Safeguarding Partnership (TSSP), as appropriate, as soon as there is a recurrence of a concern.
- The appropriate transfer of information to the next school or setting when a pupil on the child protection register leaves the school. If the school does not know where the pupil has moved to, the Local Authority Designated Officer will be contacted as soon as possible.
- The appropriate transfer of information to a new school or setting when

a pupil leaves the school whenever the school has recorded child protection concerns.

- When required, the school will contribute to inter-agency working, as noted in the statutory guidance, *Working Together to Safeguard Children 2023*, providing, for example, an offer of help and/or by contributing towards an inter- agency assessment, in accordance with the Children Act 1989, to ensure a co- ordinated offer of early help when additional needs of children are identified. The school will contribute to inter-agency plans to provide additional support to children subject to child protection plans and will allow access for Children's Social Care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or Section 47 assessment. For further information see KCSIE (September 2023), paragraphs 17 and 31 and *Working Together to Safeguard Children July 2023*; (see links in this policy in Appendix 2).

The school recognises the requirement, from October 2015, for teachers* to report to the police any cases or suspected cases of FGM. Nevertheless, all staff should liaise with the DSL with regard to any concerns about FGM (unless there is a reason not to do so). The police will be informed and Children's Social Care involved, as appropriate. At no time will staff examine pupils to confirm this.

* "Teachers", here refers to anyone undertaking 'teaching work', as defined in The Teachers' Disciplinary (England) Regulations 2012, as explained in the ISI commentary on the regulations. This definition includes such persons as teaching assistants, sports coaches and visiting instrumental music staff.

25. OPERATION ENCOMPASS

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford social care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident. This is prior to the child coming into the school the next day.

Our nominated key adults are Ms Sara Heron (Head teacher) and Miss S Aldridge (Deputy Head teacher)

26. RESPONSE BY THE LOCAL AUTHORITY

The local authority should decide, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- The child requires immediate protection and urgent action is required
- Whether the child is in need, and should be assessed under section 17
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- Any early help or other services are required by the child and family and what type of services
- Further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL (or deputy DSLs) as required). If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly,

that the child's situation improves.

26.1 KEY INDICATORS FOR EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter 1 of Working Together to Safeguard Children (Department for Education, September 2023) provides detailed guidance on the early help process.

Any child may benefit from early help, but school staff are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan;
- is a young carer;
- is showing signs of being drawn in to anti- social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from a care home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child;

Early Support: Early Help Assessment (EHA)

An EHA can be completed when:

- Age-appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

Staff should discuss children who appear to have additional needs with the DSL. The DSL (or

Deputy DSLs) will generally lead on liaising with the parents and other agencies and on setting up an inter-agency assessment as appropriate.

The school must obtain parental/pupil consent for an EHA to be completed. The process is entirely voluntary and informed consent is mandatory. Families do not have to engage and if they do, they can choose what information they want to share.

Children and families should not feel stigmatised by the EHA; indeed, they can ask for an EHA to be initiated. The EHA process is not a 'referral' process but a 'request for services'. The practitioner assesses needs using the EHA. Staff may be required to support other agencies and professionals in an EHA, in some cases acting as the lead professional.

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. If a child or young person reveals they are at risk of suffering actual or likely significant harm, the practitioner should follow the local safeguarding processes immediately.

The DSL or deputy DSLs can also contact The Early Help Advice Panel on 0161 912 5020 or email earlyhelppanel@trafford.gov.uk for further advice and guidance.

27. CHILD IN NEED (Section 17)

Section 17 of the Children Act 1989 says: "They are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in Need may be assessed under section 17 of the Children's Act 1989."

A Child in Need referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required. If the DSL or DDSL considers that the welfare concerns indicate that this is a 'Child in Need' or about whom there are concerns relating to radicalisation, they will normally make this decision in consultation with parents and pupil to make a referral to Children's First Response to request an assessment. Consent from parents and pupil is not required for a referral when there are reasonable grounds to believe that a child is at risk of harm.

28. CHILD SUFFERING, OR IS LIKELY TO SUFFER, SIGNIFICANT HARM (Section 47)

Section 47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. School staff do not investigate whether a child has been abused; this is the duty of social workers.

If the DSL or the Deputy DSL are satisfied that the significant harm threshold has been met, they will immediately make a referral to Children's First Response or, if applicable, the child's current social worker and to the police where a crime has been committed. If the child lives in an authority outside of Trafford, the matter must be referred to the relevant Local Authority immediately

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

29. SHARING INFORMATION: SAFEGUARDING & THE DATA PROTECTION ACT / GDPR

The Governing Body recognises their duty to make sure staff have due regard to relevant data protection principles, which will allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

Staff know that if they have any doubt about sharing information, they must speak to the DSL or deputy DSLs. Information will be shared according to the HM Government guidance *Information Sharing (July 2018)*. The guidance states that practitioners should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil.

Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

The guidance states that the information shared should be:

- **Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.
- **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.
- **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.
- **Secure** - Wherever possible, information should be shared in an appropriate, secure way.
- **Record** - Information sharing decisions should be recorded whether or not the decision is taken to share.

Further guidance related to information sharing may be found in Appendix 8:

30. STAFF BEHAVIOUR (also see Staff Code of Conduct)

All staff are required to adhere to the School's Code of Conduct Policy.

The Code has been written with a view to reducing the risk of staff being accused of improper or unprofessional conduct in all aspects of their work. It aims to help staff work safely and professionally and clarify what behaviour constitutes safe practice and what is unacceptable and/or illegal.

The Code of Conduct Policy follows Guidance from the Safer Recruitment Consortium entitled: Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings.

31. EQUALITY

The Equality Act defines "Protected Characteristics" the ones relevant to safeguarding children

are: disability; gender reassignment, race, religion or belief, sex and sexual orientation.

The St. Ambrose Preparatory School "Equal Opportunities Policy" provides for details of its commitment to providing equal opportunities for all pupils and staff.

All school staff have responsibility for:

- The implementation of the school's "Equal Opportunities Policy".
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

32. TEACHING CHILDREN HOW TO KEEP SAFE

Children will be taught about Safeguarding including online safety, through the curriculum and PSHE Education.

Children have specific instruction on Internet Safety which is age appropriate as part of the school curriculum - in the Computing lessons, PSHE and RSE education. Age appropriate, specific, assemblies follow the guidance provided in: "Relationship education, relationship and sex education (RSE) and health education - statutory guidance".
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Children will be taught to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalises other people especially children, young people and vulnerable adults.

Safer use of the internet and digital technology - Online Safety

The school recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school. Pupils are taught about safeguarding, including online safety, through the school's Relationship Education "A Journey In Love"; the recommended programme of study for Catholic schools for Sex and Relationship Education.

It is essential that children are safeguarded from the potentially harmful and inappropriate

online material. This will be done by a whole school approach to online safety, using appropriate filters and monitoring systems that empower the school to protect and educate pupils and staff in their use of technology and establish mechanisms to identify, intervene and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content; for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, racial and extremist.
- **contact:** being subjected to harmful online interaction with other users; for example peer to peer / child to child pressure, commercial advertising and adults posing as children or young adults for the purposes of grooming children; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.
- **commerce:** young people can be unaware of hidden costs and advertising in apps, games and websites

The above are reflected in the E-safety policy as are the filters and monitoring procedures and practices.

The following resources are helpful:

- DfE advice for schools: [teaching-online- safety-in-schools](#);
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected- world](#); and
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

Useful Education Resources:

- Google - [Be Internet Legends](#)
- [Disrespectnobody](#) - developed by the PSHE Association with the Home Office and Government Equalities Office.
- [Education for a connected world framework](#) - UK Council for Internet Safety
- [PSHE Association](#);

- UK Safer Internet Centre.

33. E-SAFETY (inc EYFS)

St Ambrose Preparatory School believes in the educational benefits of curriculum internet use. Good planning and management that recognises the risks will help to ensure appropriate, effective and safe pupil use. In delivering the curriculum, teachers need to plan to integrate the use of communications technology in order to enable pupils to learn how to locate, retrieve and exchange information using ICT. Computer skills are vital to access life- long learning and for future employment.

Most technologies present risks as well as benefits. Internet use for home, social and leisure activities is expanding and being used by all sectors of society. This brings young people into contact with a wide variety of influences, some of which could be unsuitable. It is important that schools, as well as parents, adopt strategies for the responsible and safe use of the Internet.

All governors receive online safety information as part of their regular safeguarding and child protection training.

i. Core Principles of Internet Safety

The internet has become as commonplace as the mobile phone or TV and its effective use is an essential life-skill. Unmediated internet access brings with it the possibility placing of pupils in embarrassing, inappropriate and even dangerous situations. This policy aims to help to ensure responsible use and the safety of pupils. It is built on the following five core principles:

Content- being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harms, suicide, anti-Semitism, radicalisation and extremism.

Contact- being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct- personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non- consensual sharing of nudes and semi nudes and/or pornography, sharing other explicit images and online bullying.

Commerce- risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

ii. Guided educational use

Significant educational benefits should result from curriculum internet use including access to information from around the world and the ability to communicate widely and to publish using a variety of media. Internet use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful internet use will also reduce the opportunities for activities of dubious worth.

Staff are guided that, in relation to the age and maturity of the pupils (particularly, therefore, at primary level), when setting a task, such as homework, which involves internet research, this must not simply be an open-ended request (such as 'find out six facts about Henry VIII'). Instead, staff will research suitable and safe websites where pupils can undertake their research and will provide the pupils with a selection of website addresses. Children are also to taught to evaluate the content of a site and choose the one most appropriate to their needs.

iii. Risk assessment

21st Century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time, they need to learn to recognise and avoid these risks – to become "Digitally literate". Pupils need to know how to cope if they come across inappropriate material.

iv. Responsibility

Internet safety depends on staff, schools, governors, advisers, parents and, where appropriate, the pupils themselves taking responsibility for the use of

the internet and associated communication technologies. The balance between education for responsible use, regulation and technical solutions must be judged carefully.

It is acknowledged that, whilst the school provides pupils with a protected environment for internet usage in school, the pupils may not benefit from the same level of protection in their access to the internet beyond the confines of the school. Important aspects of the school's e-safety provision are, therefore, the development of the pupils' understanding of keeping safe online when not at school, and supporting parents in understanding how to help keep their children safe online. Schools should provide Internet safety sessions for parents to attend in order to help parents ensure safety of pupils at home. These sessions should be run in a timely manner to prepare parents and pupils for critical times such as early summer term for pupils who are about to move on to next schools, e.g. Year 6.

The Head teacher, DSL and DDSLs are responsible for ensuring, so far as is reasonably practicable, a safe environment for internet use, for the implementation of policy and for the development of the pupils' understanding of how to keep themselves safe online, both in and out of school.

The ICT Technician is responsible for the maintenance of hardware and software systems and technology to ensure, so far as is reasonably practical, safe use of the internet.

The ICT co-ordinator is responsible for overseeing the successful development, both in ICT lessons and the wider curriculum and extra-curricular activities, of pupils' understanding of how to keep safe online and for supporting staff in implementing this objective.

All staff and volunteers are responsible for monitoring pupils' safety online and reporting any concerns arising from pupils' internet use, either at school or at home, and for supporting the development of the pupils' understanding of how to keep themselves safe online.

v. Regulation

The use of a limited and expensive resource, which brings with it the possibility of misuse, must be regulated. In some cases, access within school is denied, for instance unmoderated chat rooms present immediate dangers and are

banned. Fair rules, clarified by discussion and prominently displayed help pupils make responsible decisions for both school and home access.

vi. Appropriate strategies

This document describes strategies to help to ensure responsible and safe use. They are based on limiting access, developing responsibility and on guiding pupils towards educational activities.

There are no straightforward or totally effective solutions and staff, parents and the pupils themselves must remain vigilant. There is a wealth of information available to support schools, colleges and parents/carers to keep safe online. A useful list of resources can be found in KCSIE 2023 on pages 155-157.

1) The Importance of internet Use

- The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- The internet is an essential element in 21st Century life for education, business and interaction. The school has a duty to provide pupils with quality internet access as part of their learning experience.

2) How the Internet benefits education

Benefits of using the internet in education include:

- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- cultural, vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- staff professional development through access to national developments, educational materials and good curriculum practice;

- communication with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks.
- continuation of education when a child is off site for an extended period of time through remote learning.

3) How internet use enhances learning

- The school internet access is designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- Staff will guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

4) Pupil's Understanding of how to keep safe online

The school develops the pupils' understanding of how to keep safe online, as part of a broad and balanced curriculum, and their resilience in protecting themselves and their peers in the following ways:

- **Assemblies**
- **Core lesson time (Computing) and form time discussions with Class teachers**
- **Themed weeks**
- **Visiting speakers**
- **House meetings (led by Year 6 Captains)**
- **School council promotions**

5) Pupils' Evaluation of internet content

Inappropriate material should not be visible to pupils using the Web. This is not easy to achieve and cannot be guaranteed. It is a sad fact that pupils may be confronted with inappropriate material, despite all attempts at filtering. Pupils will be taught what to do if they experience material that they find

distasteful, uncomfortable or threatening. For example, to close the page and report the URL to the teacher or ICT technician for inclusion in the list of blocked sites. More often, pupils will be judging reasonable material but selecting that which is relevant to their needs, for instance to answer a homework question. Pupils should be taught research techniques including the use of subject catalogues and search engines. They will be encouraged to question the validity, currency and origins of information – key information handling skills. They should also use alternative sources of information for comparison purposes. Effective guided use will reduce the opportunity pupils have for exploring unsavoury areas. Using Internet derived materials in pupils' own work requires at least an understanding that straight copying is worth little without a commentary that demonstrates the selectivity used and evaluates significance. Respect for copyright and intellectual property rights, and the correct usage of published material needs to be taught. This may include covering relevant issues for schools through Relationships Education.

- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the filtering provider via the Head of Computing.
- The use of Internet derived materials by staff and by pupils in school must comply with copyright law.
- Pupils are taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.

6) Management of e-mail

- Pupils may use only approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive comments on social media platforms, emails or documents that have been used collaboratively.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone when using online communication.
- Access in school to external personal e-mail accounts is not allowed

except where a teacher has specifically requested it for example to retrieve a piece of work emailed from home.

7) Management of School Media (Website and Social Media Accounts)

- The point of contact on the Website is the school address/school e-mail and telephone number.
- Staff or pupils' home information will not be published.
- Website photographs that include pupils will be selected carefully and will not enable individual pupils to be identified.
- Pupils' full names will not be used anywhere on the Website, particularly associated with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Website.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.
- The school undertakes appropriate measures for the management of personal data which is stored electronically.

8) Newsgroups and chat

- Pupils will not be allowed access to public or unregulated chat rooms in school.
- Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.
- A risk assessment will be carried out before pupils are allowed to use a new technology in school.

9) Management of emerging Internet uses

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

10) Authorisation for Internet access

- At EYFS and Key Stage 1, access to the Internet will be by adult demonstration and with directly supervised access to specific, approved on-line material.

11) Liaison and partnership with parents

- Parents have access to the school's e-safety policy on the school website and can request a paper copy from the school office.
- Parents will be informed that pupils will be provided with supervised Internet access.
- Parents and pupils will be asked to sign and return a consent form.
- Periodically the school runs e-safety information meetings for parents, which may involve an external speaker, in order to raise their awareness of e-safety matters and help them develop their children's safe use of the Internet. The school is aware of the need to communicate regularly with parents, carers and guardians about the importance of children being safe online whilst outside of school.

12) Assessing the risks of Internet Use and Management of filtering

- Governors must liaise with school leaders to ensure that all relevant staff have an awareness and understanding of the filtering systems in place and that they are managed effectively. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The Head will ensure that the Internet policy is implemented and compliance with the policy monitored.
- The school will work in partnership with parents; the DfE and our Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- The school will ensure that appropriate IT filters and monitoring procedures are in place to safeguard children from potentially harmful inappropriate material online without unreasonable 'over blocking'.
- The school should monitor carefully how to manage the access to 3G and 4G on the school premises; this does not mean banning mobile devices as, the school regular reviews how mobile phones are use and how filters may be supplemented with behaviour management. No pupils have access to a phone whilst on the school site.

13) Introduction of the policy to pupils

- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.

14) Staff consultation and training

- The school will ensure that all staff have undertaken appropriate e-safety training
- All staff must have familiarised themselves fully with this policy before using any Internet resource in school.
- All staff, including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy, and its importance explained.
- Staff development in the safe and responsible Internet use, and on school Internet policy will be provided as required. Induction training in safeguarding for new staff includes e-safety.
- Annual Training with local provider, Safechildren Ltd.
- Regular training with the DSL and DDSL in staff meetings
- Online Channel Training

15) Technical provision, filters, safeguards and monitoring

Web protection is used through filtering systems that are checked regularly by the IT Coordinator and the technician. A report is completed, signed and checked by the Head or Deputy Head. All computers used have filters that are using 'Smoothwall' filtering system.

16) Maintenance of ICT system security

- The school ICT systems will be reviewed regularly with regard to security in conjunction with the Head and Deputy Head (DSL).
- Virus protection will be installed and updated regularly by the ICT Technician.
- Memory sticks and other such portable storage devices may be

brought into school when specific permission has been given. Before being used on a school device they will be scanned for virus' by the ICT Technician.

- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.

vii. Managing Behaviour

In the event that a pupil does not follow the rule correctly, please refer to the schools Behaviour Policy to see how this would be managed. Furthermore, additional sanctions may be put into place e.g. suspension from using the internet in school for a given period of time.

34. Mobile Technology and Photography

(Also see Code of Conduct on the Use of Mobile Technology, including in the EYFS)

The school has a Code of Conduct on the Use of Mobile Technology (including in the EYFS).

The use of mobile phones is prohibited in all areas of the school, including in the EYFS, with the exception of the staff room or stock cupboards in the absence of a class.

Photographs must only be taken on School equipment and images used and stored on site. No cameras, digital or otherwise, mobile phones or anything digital on which a photo can be taken, are allowed in EYFS unless they are school property.

Children who bring mobile phones into school are required to hand them in before school to the school office and may collect them upon leaving school. They will be securely stored in the school office. No child will be able to have access to the internet through a mobile phone whilst in school.

Digital Images

All staff are aware that any devices that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature. Children/young people are not permitted to directly access

items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head should be informed immediately.

Use of mobile phones, cameras and internet:

The school and staff take safeguarding seriously and understand this policy is overarching. We refer staff to the 'Code of conduct' and 'Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2019'.

Personal mobiles and electronic devices:

Personal mobile phones and recording devices (tablets, cameras, laptops etc.) are never used by staff at the school/setting. If staff have personal phones or devices, these are stored securely and will be switched off or on silent whilst during the teaching day. Personal mobile phones may only be used by staff in their stock cupboard when they do not have a class, or in the staff room during breaks. Electronic devices should be password protected so that content cannot be accessed by unauthorised users. Page 11 of 45 September 2020 It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

School devices:

School devices remain the property of St Ambrose Prep and in using them, staff (including EYFS) will follow the Staff use of School devices Policy. Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

Cameras, photography and images:

St Ambrose Prep will obtain parents' and carers' written consent for photographs to be taken or published (for example, on our website or in newspapers or publications). Staff will ensure the designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

Online safety:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place. We use Censornet, which is monitored by 'Techknowledgey - IT support'. Children do not currently have access to any devices with 3G/4G access.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form off the school site they do so with the view that they abide by the Staff use of School devices Policy and Schools Data Protection policy. Staff are reminded that information, both in paper or electric

form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transportation. (See St Ambrose Prep Data Protection Policy)

Social Networking Sites (also see Staff Code of Conduct)

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items.

Staff must ensure that any personal use of social networking sites does not in any way bring the school into disrepute or impinge on their professional standards. Privacy settings must always be set to maximum. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head.

Any attempt by a child/young person to contact staff via such internet sites must immediately be reported to the Head in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

Useful resources can also be found at:

- The use social; media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)

35. WHISTLEBLOWING (Also see Whistleblowing Policy)

Concerns about safeguarding practices within St Ambrose Preparatory School

The school has a culture of safety and of raising concerns, where staff are valued and reflective practice is encouraged. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and Code of Conduct, are in place for such concerns to be raised with the Schools Senior Management team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to

them. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or can email: help@nspcc.org.uk. Advice is also available at www.gov.uk/whistleblowing.

36. ALLEGATIONS AND CONCERNS RELATING TO STAFF

When dealing with allegations against the head, staff, supply staff or volunteers, the school aims to strike a balance between the need to protect children from abuse and the need to protect the head, staff, supply staff and volunteers from false or unfounded allegations. When deciding on whether to proceed the school should take note of the Harm Test.

The school will follow the guidance in Part 4 of KCSIE (September 2025).

Part 4 of KCSIE is now separated into two sections.

Section One includes detailed guidance on allegations which meet the harms threshold, and:

Section Two includes guidance for **low level concerns**. Even those concerns which do not meet the harms threshold should be shared with the right person and recorded and dealt with appropriately.

Low-level concerns

As part of our whole school approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We work hard to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

This should:

- encourage an open and transparent culture
- enable us to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in

accordance with the ethos and values of the school.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils.
- using inappropriate sexualised, intimidating or offensive language
- behaviour that may look inappropriate, but may not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level 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.

The staff of St Ambrose Preparatory School have a duty to raise **any concerns** about the conduct or practice of other adults in the school, regardless of where an incident may have taken place, so that this can be addressed appropriately. A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result, and will benefit from the protection set out in the school's Whistleblowing Policy.

If there is a concern about a member of staff or volunteer, however minor it may appear, it must be reported. Staff must never think that abuse by an adult is not possible in this school, or immediately disbelieve an accusation against someone who is known well and trusted.

In any instance where there may be a conflict of interest about reporting an allegation or low-level concern to the Head or to the Chair of Governors, the LADO should be contacted directly and without hesitation.

36.1 Procedures

The Head Teacher must be informed immediately about any allegations or concerns about an adult or volunteer in the school.

If the allegation/concern relates to the Head Teacher, the Chair of Governors must be informed immediately, without the Head Teacher being notified first.

In line with KCSIE and TSSP procedures, the Head Teacher / Chair of the Governors will contact the First Response Team to discuss the allegation if the concerns are that an adult in a position of trust 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 or may have behaved in a way that indicates they may not be suitable to work with children;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (Keeping Children Safe in Education)

This is known as the 'harms threshold'.

The Head Teacher / Chair of the Governors will contact the Children's First Response team within 24 hours of any situation arising on 0161 912 5125. If the concern or allegation is urgent and outside of office hours the Head Teacher will contact the Children's First Response Emergency Duty Team on 0161 912 2020. The Head teacher / Chair of the Governors will alert the call taker in the Emergency Duty Team that this is a position of trust issue, and after taking initial details the call taker will ensure that the matter is passed promptly to the LADO Duty Officer who will assist in initiating any additional safeguarding activities.

The School must not undertake its own investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory

investigations.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk
- **Investigating and supporting the person subject to the allegation** - the Head/Chair of Governors should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

Discussions will consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. This initial discussion will establish the validity of any allegation under TSPP procedures and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case, a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair of the Governors should attend.

Discussions should be recorded by the Head Teacher or Case Manager in writing and communication with both the individual and parents of the child/children agreed.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which requires consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by St Ambrose Preparatory School

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the School will take appropriate investigatory and, if appropriate, disciplinary action.

An accurate record of all that has happened will be made to include facts of any injury, timings, explanations, persons present at time and action taken by the School. If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays must be eradicated.

In response to an allegation, the suspension of the member of staff will not be the default

option. Suspension will be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal.

Based on assessment of risk, the following alternatives will be considered before suspending a member of staff: redeployment within the School so that the individual does not have direct contact with the child or children concerned, providing an assistant to be present when the individual has contact with children, redeploying to alternative work in the School so the individual does not have unsupervised access to children, moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted. These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation.

The School will also consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or malicious. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the Case Manager and the Head/Chair of Governors. This should also include what alternatives to suspension have been considered and why they were rejected. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Due weight will be given to the guidance of the LADO, Keeping Children Safe in Education 2025 and Working Together 2023.

It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

The school has a duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible, and given an explanation of the likely course of action, unless there is an objection by the TSSP or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, matters should be resolved within one week.

Whether or not a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion. The legal duty to refer applies equally in circumstances where an

individual is deployed to another area of work that is not regulated activity, or they are suspended.

A referral to the DBS would be undertaken on the advice of TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford) LADO. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (October 2015)'. Further guidance is published on the TRA website.

The school will follow the guidance in Part 4 of the DfE document KCSIE (September 2023) to ensure that:

- Procedures are applied with common sense and judgement (whereas before schools had to follow the required procedures closely)
- Allegations found to be malicious are removed from personnel records (whereas before all allegations had to be retained)
- Records are kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references (whereas before details of all allegations had to be passed on in references).
- Further detail with regards to the procedures for dealing with allegations of abuse against staff are available from the School. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the [Teaching Regulation Agency](#)

36.2 Confidentiality

From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and the School must make every effort to maintain confidentiality and guard against unwanted publicity.

These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

The Head Teacher / Chair of the Governors will take advice from the police and TSSP to agree the following: who needs to know, exactly what information can be shared, how to manage

speculation, leaks and gossip; what, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

36.3 Allegation Outcomes

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is sufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

36.4 Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA)

If an allegation is substantiated and:

- the person is dismissed; resigns, or otherwise ceases to provide his or her services;
or ^[17]_{SEP}
- the employer ceases to use the person's services.^[17]_{SEP}

The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. Referrals will be made by the School in line with current guidance.

The School will fulfil its duty to report to the DBS, any person, whether employed, contracted, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children (ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering).

A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such a referral include situations where the member of staff has been dismissed for unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. The school need only take this action if the matter has not been reported to the Disclosure and Barring Service; all matters reported to the DBS will be shared with TRA. A referral to the DBS would be undertaken on the advice of TRAFFORD CHILDREN'S FIRST RESPONSE (Trafford) LADO. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (October 2015)'. Further guidance is published on the TRA website.

The school will follow the guidance in Part 4 of the DfE document KCSIE (September 2025) to ensure that:

- Procedures are applied with common sense and judgement (whereas before schools had to follow the required procedures closely)
- Allegations found to be malicious are removed from personnel records (whereas before all allegations had to be retained)

36.5 Records of allegations

Records are kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references (whereas before details of all allegations had to be passed on in references).

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,

- a declaration on whether the information will be referred to in any future reference

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The school has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

If an allegation is determined to be unsubstantiated or malicious, the DSL should refer the matter to TSSP to determine whether the child concerned is in need of services, or may have been abused by someone else.

Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will, therefore, consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the School should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

If there is a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

36.6 Supply teachers or others not directly employed by the school

In some circumstances, the school may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Any such allegations/concerns against such staff will be dealt with properly and the School will not decide to cease to use anyone due to safeguarding concerns, without finding out the facts and

liaising with the local authority designated officer (LADO) to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools should inform the agency of its process for managing allegations and the school's Safeguarding Policy.

36.7 Non recent allegations

Where an adult makes an allegation to the School that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, will also be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

37. ALLEGATIONS AGAINST PUPILS (including child-on-child abuse)

Introduction: The school takes a firm line in relation to possible child-on-child abuse. It can take on many forms, including:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- sexting
- initiating/hazing type violence and rituals

With regard to sexual violence and sexual harassment, the school pays due regard to Part 5 of KCSIE (September 2025). The school holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated. We should assume that sexual harassment and online sexual abuse are happening in our setting, even when there are no specific reports, and put in place a whole-school approach to address them.

The school's procedures in relation to child-on-child abuse follow the DfE advice to adopt a "whole school" approach, involving all staff, pupils, governors and parents, as part of the school's broad approach to safeguarding. Central to such an approach are

(i) staff training so that staff know what to do if they have a concern about a child and

(ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Relationships Education and Personal, Social and Health Education, the school aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline. Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected. Sexual violence and sexual harassment are never acceptable and the school will take all matters seriously and offer victims appropriate support. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual

harassment. Nor should a victim ever be made to feel ashamed for making a report. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;

- banter
- just having a laugh
- part of growing up
- boys being boys

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

i. Definitions:

In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity
- make him or her feel intimidated, degraded or humiliated
- create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It can include:

- sexual comments, (such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names)
- sexual "jokes" or taunting
- physical behaviour, (such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature)
- online sexual harassment, (which may be standalone, or part of a wider

pattern of sexual harassment and/or sexual violence). It may include:

- non-consensual sharing of sexual images and videos*.
- sexualised online bullying
- unwanted sexual comments and messages (including on social media)
- sexual exploitation (coercion and threats).
- upskirting; this is now a criminal offence, which typically involves 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.

* UK Council for Child Internet Safety (UKCIS) provides detailed advice for schools on the sharing of nude and semi-nude images (sexting).

Harmful sexual behaviour is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance (see link in Appendix 2).

ii. **Handling a concern:**

A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted.

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases

the same procedures will be followed, and it is important that the school understands why the victim has chosen not to make the report personally. Children may not find it easy to tell staff about abuse. Children can show signs or act in ways that they hope adults will notice and react to, or staff may overhear a conversation. If staff have **any** concerns about welfare, they should act on them immediately rather than wait to be told.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children's social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off the school premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.

If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or deputy). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCCIS advice (see link in Appendix 2) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially his or her protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- the wishes of the victim in terms of how he or she wants to proceed
- the nature of the alleged incidents
- the ages and developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- any ongoing risks to the victim
- any other related issues and wider context

The school's initial response to a report is incredibly important, as it can encourage or undermine the confidence of further victims in coming forward.

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

The four scenarios are:

1. **Manage internally.** In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

Early help assessment. The school or college may decide that the children involved do not require referral to statutory services but may benefit from an early help assessment. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. An early help assessment can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support. More information on Early Help is set out on Page 17 of KCSIE 2025 with full details of the early help process in Chapter one of Working Together to Safeguard Children.

Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).

2. **Referrals to children's social care.** Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care. At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services. Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support

Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 445-447 of KCSIE will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

Reporting to the Police. Any report to the police will generally be in parallel with a referral to children's social care (as above). It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the

police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity. At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputy) are aware of their local arrangements.

In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance. Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person

on bail also to have no conditions. Whatever arrangements are in place, the school or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution. Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc). Careful liaison with the police investigators should help to develop a balanced set of arrangements.

There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment as per paragraph 445-447 in KCSIE will help inform any decision.

If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFAd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or

college should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require on-going support for what will have likely been a difficult experience.

iii. Supporting the victim:

Further guidance: Further information and useful links to additional documentation can be found at paragraph 66 of the DfE guidance.

iv. Safeguarding and supporting the alleged perpetrator:

Due consideration will be given to the support and safeguarding needs of the alleged perpetrator. Children abusing other children may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. The school will consider the balance of safeguarding the victim and providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. These will be considered on a case-by-case basis and will take account of the age and developmental stage of the perpetrator(s), the nature of the allegations and frequency of allegations.

. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation, as determined by the head in discussion with the DSL. Careful liaison with children's social care and the police, as appropriate, will aim to ensure that any action taken by the school will not prejudice an investigation and/or any subsequent prosecution. It is also important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help understand and overcome the reasons for such behaviour and help protect other children by limiting the likelihood of abusing again. The school

will work with professionals as appropriate to provide support and to help alleged perpetrators understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again. Disciplinary action and appropriate support are not mutually exclusive; they can and should occur at the same time, where necessary.

In addition to the procedures in this policy, the school's policy on behaviour, discipline and sanctions will apply. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre 113 (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

More information on harmful sexual behaviours (HSB) can be found at paras 454-457 of KCSIE September 2025, Sexual violence and sexual harassment between children at schools and colleges. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The NSPCC also provides free and independent advice about HSB: NSPCC Learning - Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework

A useful case study explaining issues around the victim and alleged perpetrator(s) sharing classes can be found on page 126 of KCSIE 2025.

v. Working with parents:

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence, though this might not be

necessary or proportional in the case of sexual harassment. This will be considered on a case-by-case basis. The exception to this requirement is if there is a reason to believe that informing a parent or carer will put a child at additional risk. Careful consideration, based, where appropriate, on advice from relevant agencies, will be given to what information is provided to the respective parents or carers about the other child involved and when this is provided. Further details on working with parents can be found in the DfE guidance, starting at paragraph 71.

vi. Safeguarding other children:

The school will consider carefully the safeguarding needs of other children, particularly any who may need support due to having witnessed sexual violence. Following an incident, it is likely that other children will 'take sides' and the school will be vigilant to do all it can to ensure that the victim, alleged perpetrator and any witnesses are not bullied or harassed, including via social media.

31. SUSPECTED HARM FROM OUTSIDE THE SCHOOL:

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy using "open" and not leading questions (see TED questions, in a), above). A sufficient record should be made of the conversation and given to the DSL for child protection.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 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.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children who witness domestic abuse between family members can be adversely affected. 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 child-on-child 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.

PUPILS WITH SEND

Children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child’s disability without further exploration
 - Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
 - Children with SEND being unable to communicate instances of possible abuse
- The school’s behaviour and anti-bullying policies make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL.

CHILDREN WHO ARE LESBIAN, BI, GAY OR TRANS

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school's governance ensures that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children (since they remain vulnerable) safe. In particular, this involves ensuring that

appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children. Where there is a looked after, or previously looked after child at the school, a designated teacher will be appointed, who will work with local authorities to promote the educational achievement of such pupils. The school has appointed Sara Heron (DSL) as designated teacher for looked after children. She will also have responsibility for promoting the educational

achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The school will provide appropriate training for such a role.

31. SAFER RECRUITMENT (see *St Ambrose Preparatory School Safer Recruitment Policy for full details*)

When recruiting new members of staff, volunteers, contractors and staff of contractors the School follows the guidance given in the Keeping children safe in Education 2025, and the TSSP guidelines. The School is committed to safer recruitment and ensures that DBS checks are undertaken in line with the School policy and that references are obtained and that qualifications are verified and prohibition checks are completed as necessary, dependent on the role and duties of the applicant. The recruitment panel will have at least one member of staff who has completed the Safer Recruitment training.

The KCSIE (2025) updated guidance clarifies that the curriculum vitae (CV) should only be accepted alongside a full application and is not sufficient on its own to support safer recruitment. St Ambrose Preparatory School also completes 'digital screening'/'online checks' as part of their due diligence on shortlisted candidates.

Any staff member, volunteer or governor who becomes the subject of a police investigation or who are cautioned or charged with a criminal offence, in relation to physical or sexual offences against adults or children must inform the Head teacher. Staff must also disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the School. The Head teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

St Ambrose Preparatory School recognises the importance of following recruitment and selection procedures on the appointment of employees and volunteers which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. Recruitment procedures are carried out in accordance with guidance given in 'KCSIE (September 2023)'.

To ensure safer recruitment, the procedures are designed to:

- Scrutinise applicants
- Verify identity. (Best practice is with the use of birth certificates (where available) to check identity).
- Verify academic or vocational qualifications
- Obtain professional and character references
- Check previous employment history
- Ensure that a candidate has the health and physical capacity for the job
- Incorporate a face-to-face interview
- Include a barred list and Disclosure and Barring Services (DBS) check that can be accessed via the TRA's prohibition, restriction and barred list checks. See Teachers' Services Website
- Applicants from overseas must be subject to a DBS check and also include an overseas check equivalent to the DBS check for staff appointed directly from overseas see Page 72 KCSIE 2025
- Verify the applicant's right to work in the UK
- Include a prohibition order check (for those who undertake 'teaching work'*)
- Include a prohibition from management check (s 128) (For any staff taking up a management position in an independent school, academy, or in a free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibility.
- Include, when required, a self-declaration in respect of the Childcare Disqualification Regulations.
- An online search of shortlisted candidates will be carried out.

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England)

Regulations 2012 and cited at paragraph 234 in the ISI Regulatory Handbook. The school will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any other staff where KCSIE requires checks to be undertaken. The school will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with the school's pupils either at the school or on another site. This applies, for example, to staff at a swimming pool or an outward-bound activity centre and to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

It is the responsibility of those who work or volunteer at the school, or with the school's pupils at a different venue, to inform the head immediately if, during the time of their engagement with the school, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

Every recruitment panel has at least one member of staff who has completed the Safer Recruitment training.

Any staff member, volunteer or governor who becomes the subject of a police investigation or who is cautioned or charged with a criminal offence, in relation to physical or sexual offences against adults or children must inform the Head teacher. Staff must also disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the School. The Head teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

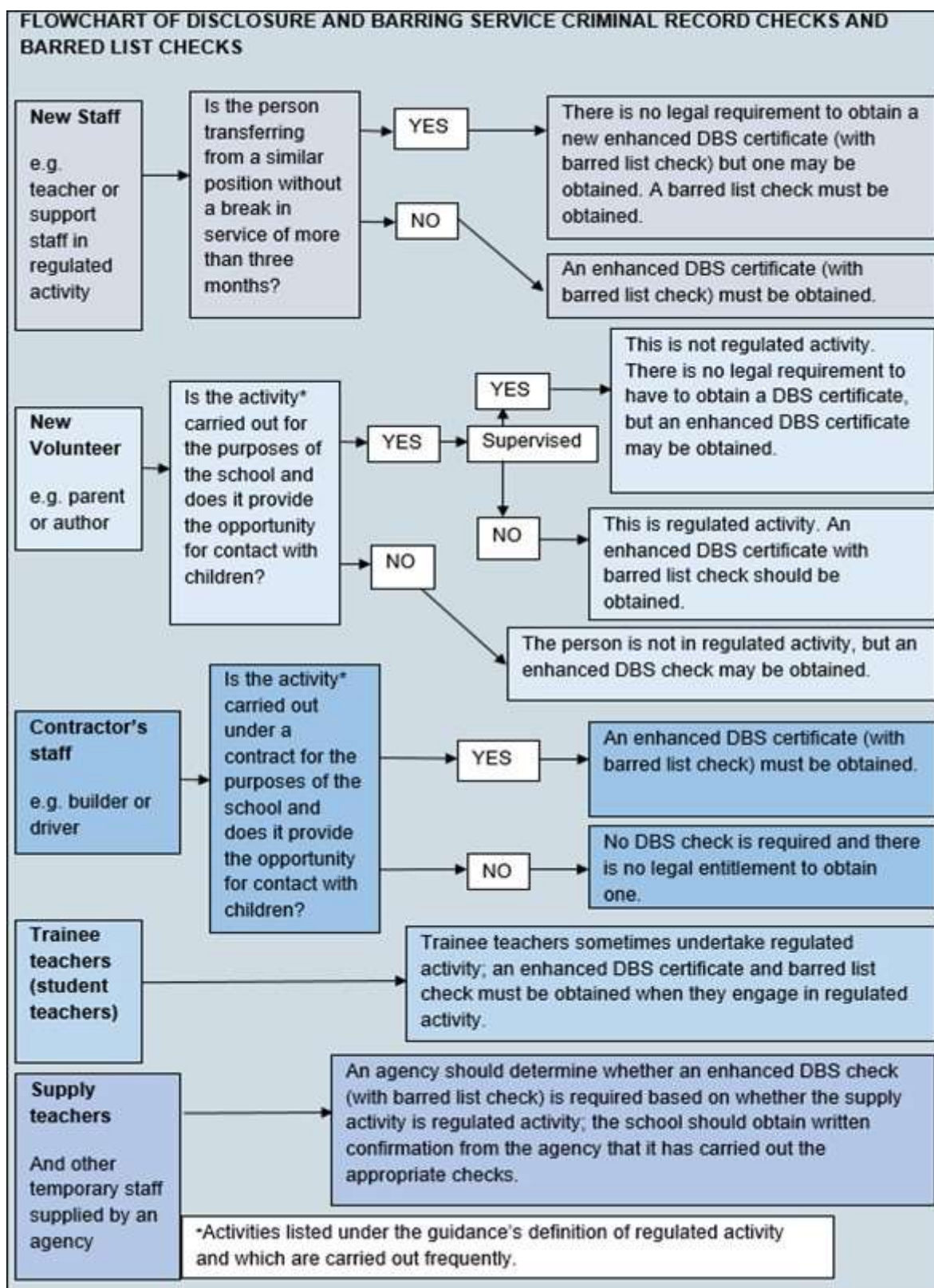
Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Head Teacher. The Head Teacher will discuss with the LADO procedures for dealing with allegations against persons who work in a position of trust with children and appropriate action will be agreed.

i. Use of school premises for non-school activities

Where governing bodies or proprietors hire or rent out school facilities/premises to

organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.



ii. **Childcare Disqualification Regulations.**

Safeguarding Policy

The school will a) inform relevant staff and volunteers about the legislation,
b) gather sufficient and

accurate information about whether any member of staff in a relevant childcare setting is disqualified, and c) keep a record on the Single Central Register, including the date disqualification checks were completed. If a person is found to be disqualified, he or she will not be able to continue working in a role covered by the regulations. If appropriate, the school will consider a transfer to other duties. The school will inform Ofsted (and copy to ISI) if satisfied that a person working in a relevant setting falls within one of the disqualification criteria.

A copy of the school's 'safer recruitment guidelines and checklist' is available on request.

32. Vetting Visiting Speakers

The school is aware of the potential risk to children through exposure to views of visiting speakers whose presentations may include material of an extremist nature or which contradicts the school's commitment to provide pupils with a balance of opposing political views. Accordingly, the school undertakes a range of measures to vet the content of presentations by visiting speakers. The level of checking will be determined by an assessment of the likely level of risk and may include the following measures;

- The visiting speaker will be asked to complete a document with details of their visit prior to their visit.
- The visiting speaker will be asked to provide assurance that the content of the presentation does not include material of a radicalising or extremist nature and is not in any other way inappropriate for the pupils involved.
- Presentations, such a PowerPoint, will be required in advance and will be checked by the member of staff responsible and discussed with the speaker
- Visiting speakers will always be accompanied. A member of staff will attend presentations to pupils and will be prepared to intervene, should the content stray from agreed expectations
- An appropriate level of checks, including an identity check, will be undertaken on visiting speakers, particularly any not previously known to the school. Most speakers will be well known to the school (parents,

local professionals, religious leaders) and the school will be familiar with their standing and reputation. Where a speaker represents an organisation, for example, the fire service or a charity, identity checks will include verification of the speaker's connection with the organisation.

- The school's vetting procedures may include an internet search to check for links with inappropriate organisations or the expression of extremist views which would indicate that it would be inappropriate to address pupils at the school.

The above procedures apply at an appropriate level, to all situations where visitors present to the pupils, not simply formal talks, but also the more informal visits to class, covering topics from dental care to Diwali. The procedures are also followed where speakers visit at the invitation of pupils. Any such pupil invitation must be approved by a member of the SLT.

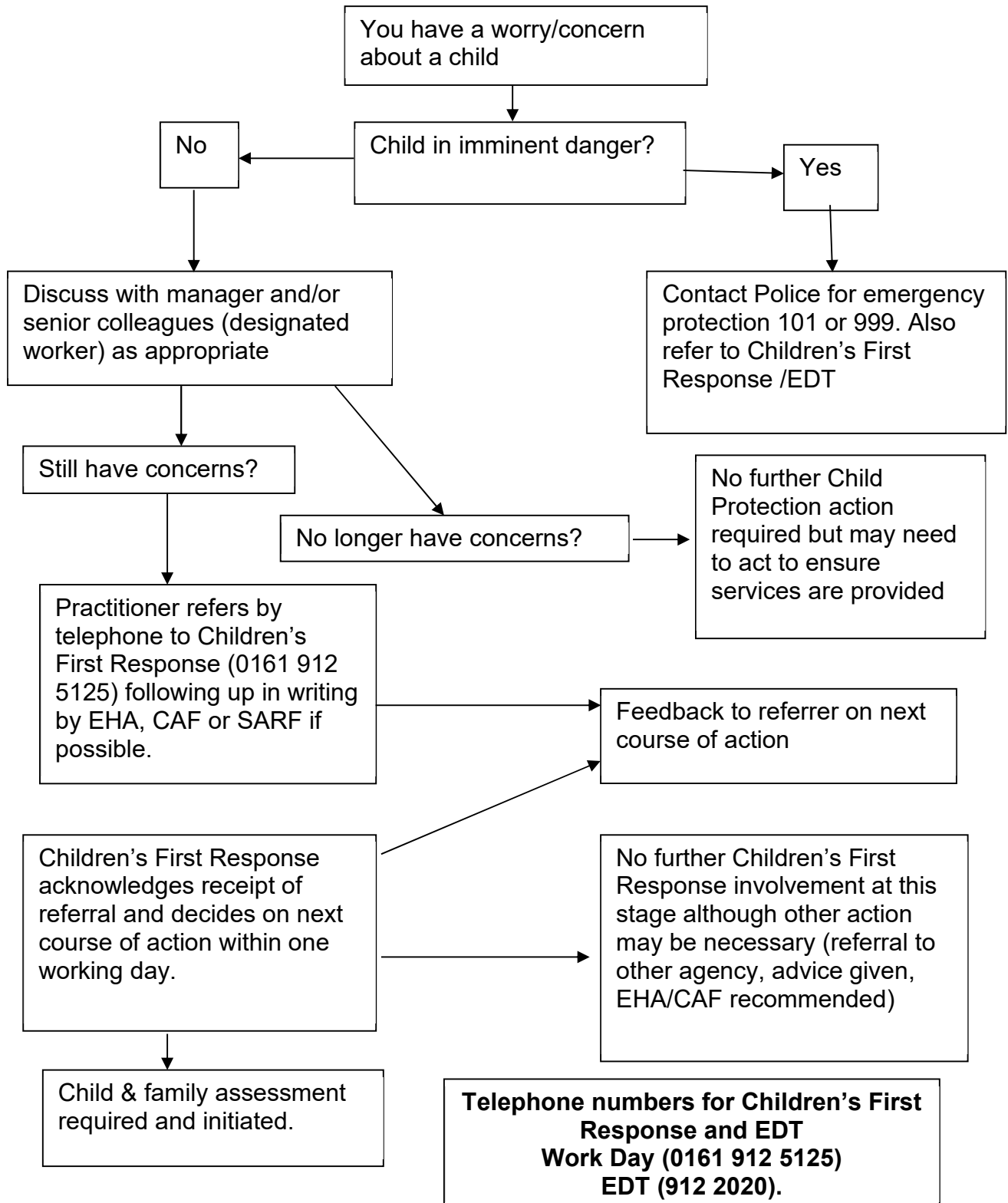
32. DISSEMINATION OF POLICY AND REVIEW

This policy is published on the School website. All members of staff will be expected to read the policy prior to beginning work at the school. This policy and procedures will be reviewed annually by SLT. The governing body undertakes an annual review, each Autumn of the School's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged, which is signed off by the Chair of the Governors. Any deficiencies or weaknesses identified in child protection arrangements will be remedied without delay, when reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child.

Appendices

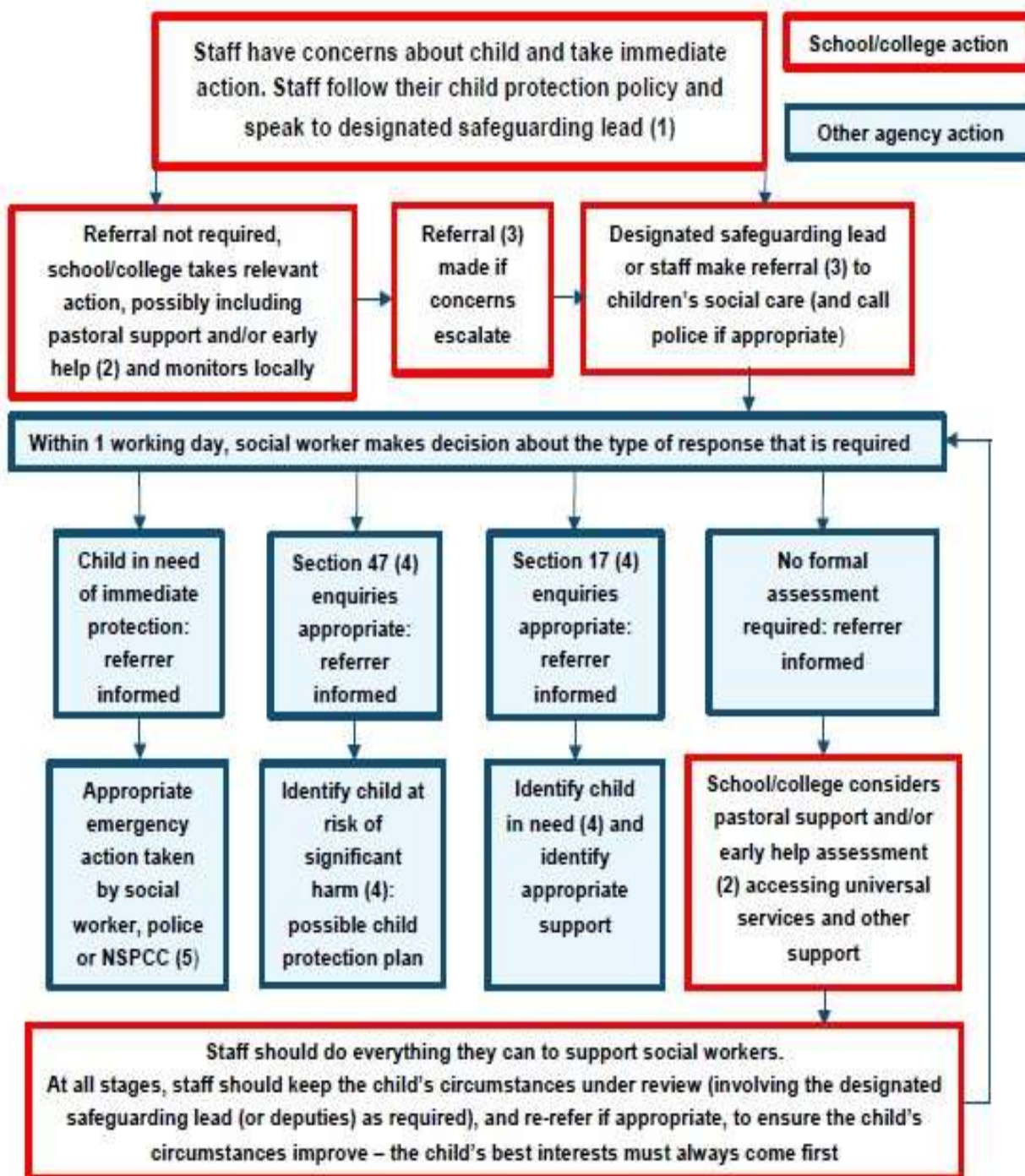
Appendix 1

Children's First Response FLOWCHART



Appendix 2 - Actions where there are concerns about a child (KCSIE) page 24

Actions where there are concerns about a child



Appendix 3



Injury on Arrival Form

St Ambrose Prep School
Safeguarding Children

Child's Name: _____ Date: _____

Injuries/Injury Noted: _____

Date of Injury /Injuries: _____ Time of Injury /Injuries: _____

Colour of Mark: _____

Location on Child's Body: _____

Description of how Injury /Injuries Occurred: _____

Parent/Carers Signature: _____

Staff Signature: _____ Date & Time: _____

St Ambrose Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Who the concern was reported to:		Role of person the concern was reported to:	
Has the designated safeguarding lead been informed?		Date and time the concern was reported:	
Child's name:			
Date of birth:		Year group:	
Address of child involved:			
Is the child in immediate danger? (If so, contact the police immediately)			
The nature of the concern:			
Account of what happened and where:			
The pupil's account or perspective:			
Were any injuries sustained?		If yes, has a body plan been completed?	
Additional observations:			
Have the police been contacted and why?			
Staff members who are aware of the concern:		External agencies who have been contacted:	

Actions taken and by whom:			
Was professional advice sought?		If yes, who was advice sought from?	
Professional advice or opinion given:			
Has this concern been discussed with the parent/carer?			
Reason for/for not discussing the concern:			
Further action to take:			

Appendix 4

St Ambrose Preparatory School

Child protection concerns record



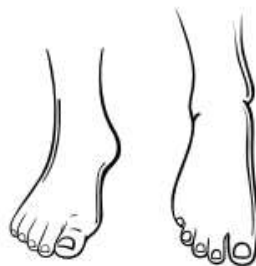
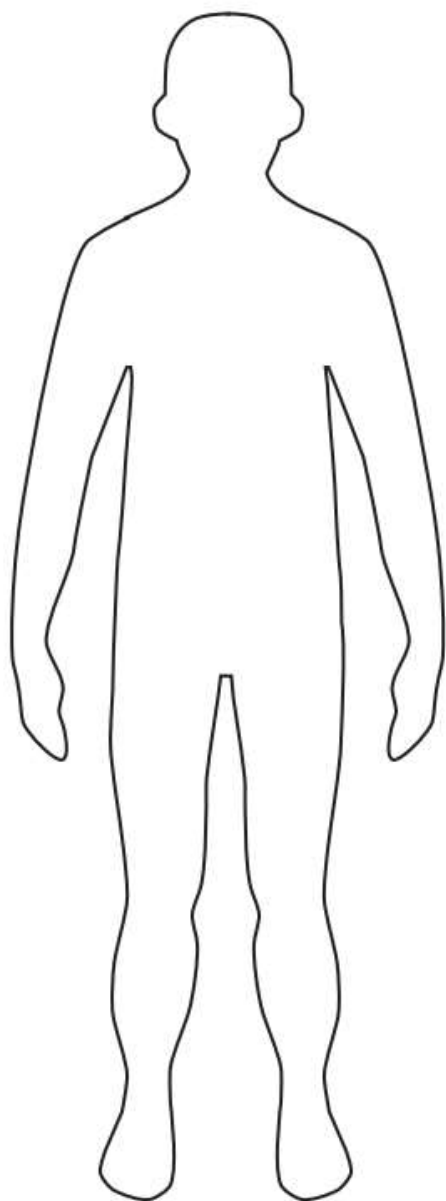
Raising a concern

Outcome of concern raised

Feedback to the referring staff member:	
Names and contact details of those with information about the outcome:	
Where can further information about the concern be found?	
Other notes:	

Body plan (to be completed in conjunction with the 'Raising a concern' form)

Using the body plan below, circle areas of the body which are a cause for concern and indicate what it is that is causing this concern.



Appendix 5 – Statutory Guidance and additional advice and support

Keeping Children Safe in Education (September 2025) (KCSIE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2025_revised.pdf

Working Together 2023

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

What to do if you're worried a child is being abused – DfE advice

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Statutory Framework for the Early Years Foundation Stage (September 2021)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful;

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Data protection: toolkit for schools – Guidance to support with data protection activity, including compliance with the GDPR.

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Bullying

- Preventing bullying including cyberbullying - DfE advice

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)

- Children who are absent from education, home or care

[Children missing education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/children-missing-from-education)

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

[Safeguarding children who may have been trafficked \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2025_revised.pdf)

Equality

- Equality Act 2010: advice for schools – DfE Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children and Families Act 2014. - By Philippa Stobbs, Council for Disabled Children, March 2015

[Disabled Children and the Equality Act 2010 \(cumbria.gov.uk\)](http://cumbria.gov.uk)

Drugs

- Drugs: advice for schools - DfE advice 2021

[Advice template \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

- Information and advice on drugs - Talk to Frank website

[Honest information about drugs | FRANK \(talktofrank.com\)](http://talktofrank.com)

“Honour Based Abuse” (so called)

- Female genital mutilation: information and resources- Home Office guidance

[Female genital mutilation - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Health and Well-being

- Medical-conditions: supporting pupils at school - DfE statutory guidance

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

- Mental health and behaviour - DfE advice

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Online

- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

[Overview of Sexting Guidance.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Private fostering

- Private fostering: local authorities - DfE statutory guidance

[6091-DfES-ChildrensActFostering \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice

Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

- Ending violence against women and girls 2016-2020 strategy - Home Office strategy

Ending violence against women and girls strategy: 2016 to 2020 (accessible version) - GOV.UK (www.gov.uk)

- Sexual violence and sexual harassment between children in schools and colleges- DfE advice

Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

Contact details for advice and support about extremism

LA *Prevent* lead, in *Prevent* priority areas

GMP Prevent Engagement Officer - Kim Parkinson – 07900709270
101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors : 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

Revised Prevent duty guidance for England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Contact details for mandatory reporting of FGM to the police: Trafford
Police instruct you to call 999.

DfE guidance on mental health

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf

DfE Guidance on Information Sharing

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Further information on contextual safeguarding

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

NSPCC Inform website

<http://www.nspcc.org.uk>

[/Inform](#) Telephone:

0808 800 5000 Email:

help@nspcc.org.uk

NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Telephone: 0800

028 0285 Email:

help@nspcc.org.uk

[uk](#)

Guidance for safer working practice for adults who work with children and young people

<http://webarchive.nationalarchives.gov.uk/20100202180143/http://www.dcsf.gov.uk/e-verychildmatters/resources-and-practice/IG00311/>

Office of the Children's Commissioner for England (OCC)

<https://www.childrenscommissioner.gov.uk/>

Email:

advice.team@childrenscommissioner.gsi.gov.uk

or

info.request@childrenscommissioner.gsi.gov.uk

Child Sexual Exploitation

[Child sexual exploitation: definition and guide for practitioners;
www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

[Child sexual exploitation: annexes;
www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/C
SE Guidance Annexes 13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/Child_sexual_exploitation_definition_and_guide_for_practitioners_annexes_13.02.2017.pdf)

Child on Child

Abuse DfE

Guidance:

[https://www.gov.uk/government/publications/sexual-violence-and-
sexual-harassment-between-children-in-schools-and-colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Advice from the UK Council for child internet safety:

Sexting: How to respond to an incident:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/
attachment_data/file/647389/Overview of Sexting Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)

Sexting in schools and colleges:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attac
h
ment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update Ja
n1 7.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

NSPCC Guidance on Harmful Sexual Behaviour:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

Home Office guidance on preventing youth violence and gang involvement

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March_2015.pdf)

Home Office guidance on Criminal Exploitation of children and vulnerable adults: County Lines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Guidance to support schools with data protection activity, including compliance with the GDPR.

Data Protection: toolkit for schools

Online safety

DfE advice for schools <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

UK Council for Internet Safety (UKCIS)27 guidance: Education for a Connected World
National Crime Agency's CEOP education programme: Thinkuknow

Public Health England Rise Above

Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Appendix 6 Definitions

This section is designed to provide information that facilitates understanding of key terminology and indicators:

WHAT IS CHILD ABUSE? Defined in the Government guidance KCSIE (September 2025)

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

viii. Abuse:

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

There are four types of child abuse.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

ix. Physical abuse:

a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing

physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

x. Emotional abuse:

the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

xi. Sexual abuse:

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

xii. Neglect:

the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying is not defined as a form of abuse in Working Together but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

The following provides useful guidance on specific further categories of abuse;

xiii. Child Sexual Exploitation

In February 2017 the DfE published updated guidance on Child Sexual Exploitation, in the form of an update to Working Together 2023. The government provided updated information in KCSIE 2025. The updated guidance includes the following definition:

- CSE (Child Sexual Exploitation) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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.

- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2025
- Some additional specific indicators that may be present in CSE are children who:
 - -have older boyfriends or girlfriends; and
 - -suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
- Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

xiv. Child Criminal Exploitation

- Some specific forms of CCE (Child Criminal Exploitation) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Staff have been made aware of the updated guidance and recognise that no school, community or social group is immune to the risk of child sexual exploitation, including online, and it can affect both boys and girls. Children can be perpetrators as well as victims.

Appendix 5 provides links to relevant documentation relating to child sexual exploitation.

xv. Child-on-Child Abuse (Child on child)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). Sexual violence and harassment can occur between two children of any age and sex. Staff working with children are advised to maintain an attitude of “it could happen here”.

It is essential that all staff understand the importance of challenging

inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse 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 such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos also known as sexting or youth produced sexual imagery);

- upskirting, 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).

All staff should be clear as to the school's or college's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

The following document contains further detailed information:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

xvi. Serious Violence and County Lines

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when

the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person, male or female, under the age of 18
- can affect any vulnerable adult over the age of 18
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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. Advice for schools and colleges is 12 For further information about sexual harassment see Annex B. 13 UKCIS guidance: Sharing nudes and semi-nudes advice for education settings 14 For further information about 'upskirting' see Annex B. 16 provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.15

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some more specific indicators for county lines include children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence

- are involved in receiving requests for drugs, 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 can be found here:
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

xvii. FGM (Female Genital Mutilation)

FGM is a crime committed usually within the scope of honour-based abuse. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and, therefore, girls within that age bracket are at a higher risk. FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to personally report known cases of FGM to the police.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

xviii. Honour-Based Abuse (HBV)

Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. 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 HBV 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 HBV, or already having suffered HBV

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence. However, it can also affect men and boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don’t want to go.
- assault

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL or deputy. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. However, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first place. It is important, if honour-based violence is known or suspected, that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

xix. Children who are absent from education

The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance requirements which came into force on 5th September 2016 with a view to minimising the occurrence of children who are absent from education. Relevant staff have received training from the school's safeguarding governor in the implications and implementation of these measures. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both. In accordance with the requirements of KCSIE 2023, the school holds, so far as is reasonably possible, more than one emergency contact number for each pupil.

Patterns of children missing education, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children who are absent from education procedures. It is essential that they are assiduous in their prompt completion of attendance registers, liaise closely with the school office to resolve any unexplained absences, and report

any concerns about absence to the DSL. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance is considered with other known factors or concerns. On a day-to-day basis administrative staff monitor registers for patterns of absence and the DSL/a member of SLT undertakes a regular review of attendance records to analyse for patterns and trends.

xx. The DSLs and staff consider the following, as appropriate:

Children missing lessons:

- Are there patterns in the lessons that are being missed?
- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site?
- Is the child being sexually exploited during this time?
- Is the child late because of a caring responsibility?
- Has he or she been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Children missing single days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to the whereabouts of the pupil?

xxi. Children with continuous days of absence:

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?

- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

xxii. Elective Home Education (EHE)

Home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Schools must inform their LA of all deletions from their admission register when a child is taken off roll, except if the name is deleted after they have completed the final year at the school. Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

xxiii. Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

The school, through a number of avenues, provides practical advice to pupils on how to keep themselves safe.

xxiv. Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the

U.K. are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. The school's policies and practices reflect the fact that, while all members of staff have important responsibilities with regard to pupils who may be at risk of forced marriage, they should not undertake roles in this regard that are most appropriately discharged by other children's services professionals, such as police officers or social workers. Characteristics that may indicate forced marriage:

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school, including truancy;
- a dip in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and pupils being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that, where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended

holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

xxv. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is classified as either "cyber-enabled" (crimes that can happen off-line but are enabled at scale and speed on-line) or "cyber-dependent (crimes that can only be committed by using a computer).

Cyber-dependent crimes include unauthorised access to computers ("hacking"), denial of service (DoS) attacks ("booting"), and making, supplying or obtaining malicious software ("malware") with the intent to commit further offences.

If there are concerns about a child the DSL should consider referring into the Cyber Choices programme. This is a nationwide police programme aiming to intervene where a young person is at risk of being drawn into cyber-dependent offences. More information can be found at: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

xxvi. Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern

Slavery Statutory Guidance. Modern slavery: how to identify and support victims. A copy of which can be found [here](#)

xxvii. Definition of harm & significant harm - adoption & children act 2002 (section 10)

“Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another).”

‘*Development*’ means physical, intellectual, emotional, social or behavioural development.

‘*Health*’ means physical or mental health.

‘*Ill treatment*’ includes sexual abuse and forms of ill treatment which are not physical. NB: The Adoption & Children Act 2002 s120 amended the definition of harm to include those instances where a child may witness domestic violence.

xxviii. Recognition of significant harm.

Significant harm includes an allegation of a sexual nature or parents whose behaviour may present risk because of:

- Domestic violence, drug and alcohol abuse and mental health problems
- Any physical injury caused by assault or neglect which requires medical attention
- Repeated incidents of physical harm
- Any contact with a person assessed as presenting a risk to children
- Children who live in low emotional warmth, high criticism environments
- Children who suffer from persistent neglect
- Children who may be involved in prostitution
- Other circumstances where professional judgement and/or evidence suggest a child’s health, development or welfare may be significantly harmed.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

xxix.

Harm Test

What is the harm test? There are occasions where a person may not have engaged in relevant conduct but there are still serious concerns which satisfy the harm test. To satisfy the harm test there needs to be credible evidence of a risk of harm to children or vulnerable adults such as statements made by an individual regarding conduct/behaviour, etc. For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a “feeling” that a person represents a risk to children and / or vulnerable adults. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in ‘relevant conduct’) would satisfy the harm test.

xxx.

Indicators

of abuse

Physical:

- Unexplained injuries, burns, bruises
- Finger marks
- Fear of undressing or medical help
- Improbable explanations for injuries
- Fear of returning home or parents being contacted
- Unexplained absence from school.

xxxi.

Neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness and non-attendance
- Poor social relationships
- Constant tiredness
- Independent and street wise
- No parental support for education
- Compulsive stealing or scrounging.

- A child going missing from an education setting is a potential indicator of abuse and neglect.

xxxii.

Emotional Abuse:

- Fear of new situations
- Inappropriate emotional responses
- Self-harm
- Reluctance to accept praise
- Low self esteem
- Lack of home support
- Depressed and withdrawn
- Social isolation – not joining in, and few friends.

xxxiii.

Sexual Abuse:

- Bruises
- Scratches
- Bite marks on the body
- Persistent infections in the anal or genital area
- Any sexual awareness inappropriate to child's age – shown in drawings, play, vocabulary
- Frequent masturbation
- Changes in behaviour
- Refusal to stay with certain people
- Self-harm
- Depression
- Low self-esteem
- Pregnancy.

xxxiv.

Recognition of abuse

Be open to possibilities. Be aware – if you don't believe it is possible you will never see it. Don't jump to conclusions and look for credible non-abusive explanations, but recognise you may need to seek advice to evaluate the facts. Don't let your preconceptions of the family skew your judgement.

xxxv. The symptoms of stress and distress

An abused child will usually show signs of stress and distress. Possible signs of abuse include, but are not limited to, those listed below. Many of these may, of course, have nothing to do with abuse, but are worth consideration in trying to understand the child's behaviour:

- A drop in school performance
- Aggressive or hostile behaviour
- Difficulties in relationships with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self-harming or suicidal behaviour
- No reasonable or consistent explanation for a pupil's injuries, or a pattern of injuries
- Disturbed sleep

In addition to the information provided in Section 14 on Radicalisation and Extremism and in this section on Abuse, staff can refer to Annex A of KCSIE 2025 for information on further specific areas of concern about vulnerability, including:

- Children and the court system
- Children with family members in prison
- Child criminal exploitation
- Domestic abuse
- Homelessness

Staff should ensure that they are familiar with the information provided within Part 1 of KCSIE 2025 and if they have any concerns report them to the DSL.