ST AMBROSE PREPARATORY SCHOOL



CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed: September 2026

To be reviewed: Summer 2027

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.

1. POLICY CONTROL, SCOPE AND ACCOUNTABILITY

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), at all times while under the school's care—whether on school grounds, off-site, or online.

In this policy, the term 'staff' includes employees, supply and agency staff, self-employed staff, contractors, volunteers, students and those undertaking work experience. It also includes governors and proprietors where relevant to their responsibilities under this policy.

This policy should be read alongside the School's Staff Code of Conduct, Behaviour Management Policy, RSE Policy and Attendance Policy, together with procedures relating to anti-bullying, whistleblowing, safer recruitment, online safety, acceptable use of technology, data protection and the EYFS. These procedures may be contained within this policy or other relevant School policies. AI-related safeguarding risks are addressed through the School's online-safety and acceptable-use arrangements.

The School is located in the local authority borough of Trafford and follows the procedures of the Trafford Strategic Safeguarding Partnership (TSSP). It has regard to Working Together to Safeguard Children 2026; Keeping Children Safe in Education 2026 (KCSIE 2026), in force from 1st September 2026; and the Prevent duty guidance for England and Wales 2023, in force from 31st December 2023. Additional guidance is listed in Appendix 1.

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 founded by the Congregation of Christian Brothers. It is a place where staff and governors work to bring 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.

Policy owner: Headteacher and Designated Safeguarding Lead (DSL).

The Congregation of Christian Brothers is the legal proprietor and remains accountable for compliance with the independent school standards. The Governing Body approves and monitors this policy on the proprietor's behalf. The Headteacher leads its day-to-day

implementation, supported by the DSL and Senior Leadership Team. Delegation does not displace the proprietor's accountability.

This policy will be reviewed at least annually and sooner following a statutory or local change, a significant safeguarding incident, a safeguarding review or the identification of a deficiency or weakness.

All staff must read and understand Part One of KCSIE 2026 in full and follow the School's safeguarding policies and procedures. The Part One overview may be used as a complementary quick-reference resource, but it does not replace Part One. School leaders and staff who work directly with children will also read Annex A.

The School works within the Trafford safeguarding partnership arrangements. The statutory safeguarding partners are Trafford Metropolitan Borough Council, Greater Manchester Police and NHS Greater Manchester Integrated Care Board.

Current safeguarding contact and referral details are set out in Appendix 2. The DSL checks these details at least termly and updates them promptly whenever a change is notified. Staff can access the current policy and appendices electronically through the School's SharePoint.

2. AIMS AND PRINCIPLES

St Ambrose Preparatory School fully recognises its responsibilities for child protection. Every pupil should feel safe and be protected from maltreatment, whether within or outside the home, including online. This includes abuse, neglect and exploitation. Abuse is a form of maltreatment in which a person inflicts harm or fails to act to prevent harm. It may be physical, emotional or sexual, may take place online or offline, and may be perpetrated by adults or other children. The School actively promotes an inclusive, anti-discriminatory culture of safety, equality and protection, listens to children and enables safeguarding and welfare concerns to be raised and addressed.

The School recognises that effective safeguarding requires a strong safeguarding ethos, clear procedures, effective inter-agency co-operation and 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.

- Operate as a listening school, with visible, age-appropriate reporting routes that are accessible to pupils with SEND or communication needs. Pupils may speak to any trusted adult or ask another person to help them report a concern. They will be told what will happen next and, where appropriate, kept informed.
- Ensure that pupils know they can approach any member of staff if they have concerns or are experiencing difficulties and that staff will listen to them.
- Ensure that pupils know who the DSL and deputy DSLs are, as well as other key staff who are available to listen and offer help.
- Take appropriate action to safeguard children wherever concerns arise, including concerns relating to their circumstances outside School.
- Raise the awareness of all staff about safeguarding issues and ensure they understand their responsibility to identify, record and report concerns promptly.
- Identify children and families who may benefit from universal services, community-based early help or targeted support through Family Help, and work with Trafford and other partners in accordance with Working Together to Safeguard Children 2026 and Trafford's local safeguarding procedures and threshold guidance. Family Help brings together targeted early help and, where appropriate, section 17 support through coordinated planning and consistent relationships with children and families.
- Ensure that staff identify emerging needs early, record and share concerns promptly and contribute to assessments and Family Help plans when requested. Family Help does not replace an immediate referral to Trafford Children's First Response where a child is suffering or likely to suffer significant harm.
- Ensure the identification, assessment and support of children who are in need, are suffering or are likely to suffer significant harm, or may require additional help or protection.
- Ensure effective communication between staff on child protection matters.
- Maintain clear and appropriate procedures for responding to safeguarding and child protection concerns.
- Maintain effective communication and working relationships between staff, parents and other agencies.
- Support children who have experienced abuse, neglect, exploitation or other harm.
- Identify, monitor and support pupils who may require additional support from other agencies, including Child and Adolescent Mental Health Services (CAMHS).
- Ensure that the curriculum provides opportunities for pupils to learn how to keep themselves and others safe, including through online safety and Relationships Education.
- Help children understand and manage risks and build resilience, including to bullying,

grooming, abuse, exploitation and radicalisation. Children should understand the risks posed by adults or other children who use technology, the internet or social media to cause harm.

- Ensure that online safety is an integral and interrelated part of the School's safeguarding approach and curriculum, including computing and Relationships Education.
- Ensure that appropriate filtering and monitoring systems are in place on School devices and networks to safeguard pupils from potentially harmful and inappropriate online material.

3. ONLINE SAFETY, AI AND IMAGE-BASED ABUSE

Staff and pupils may use generative AI for School purposes only where authorised by the School and in accordance with the Acceptable Use, Online Safety and Data Protection Policies. Before introducing or authorising a specific AI product, the School will consider the DfE Generative AI: product safety standards and assess the relevant safeguarding, data-protection, security and age-appropriateness considerations.

Staff and pupils must not enter confidential information, personal data or special-category personal data into a generative AI tool unless expressly authorised by the School and the applicable data-protection requirements have been addressed. Any AI-related safeguarding, wellbeing, data-protection or security concern must be reported immediately to the DSL and, where relevant, the Data Protection Lead.

The School recognises that published photographs or videos of pupils may be manipulated using AI. Consent, minimisation, publication and retention arrangements for pupil images will take account of this risk, and suspected misuse will be reported to the DSL.

Cyber security is a safeguarding concern because the compromise of sensitive pupil information may place children at risk. The School, supported by its external IT provider, maintains proportionate cyber-security arrangements having regard to the DfE Cyber Security Core Standard. The DSL and Data Protection Lead will be involved in any significant cyber incident with safeguarding or data-protection implications.

Online safety is an interrelated theme across safeguarding, the curriculum, behaviour, staff conduct, data protection and parental engagement. The School considers content, contact, conduct and commerce risks, including risks arising from generative artificial intelligence.

Safeguarding risks include AI-generated or digitally altered sexual or humiliating images, deepfakes, deep nudes, nudification tools, impersonation, synthetic voice or video,

grooming, bullying, extortion and the disclosure of personal information. Such incidents will be treated as safeguarding concerns and may constitute child-on-child abuse, image-based abuse or a criminal offence.

Staff and pupils must not deliberately create, request, possess, copy, share or view harmful synthetic or manipulated images. Suspected nude or semi-nude imagery of a child, whether real, altered or wholly AI-generated, must not be copied, printed, forwarded, screenshotted or deleted. The device or account should be secured and the DSL informed immediately.

The Governing Body will ensure that appropriate filtering and monitoring systems are in place on School devices and networks. These systems are implemented and technically supported by the School's external IT provider, having regard to the DfE Filtering and Monitoring Core Standard.

The Headteacher/DSL is the member of the Senior Leadership Team assigned responsibility for ensuring that the filtering and monitoring standards are met and contributes safeguarding expertise to the arrangements. The School's external IT provider maintains the technical systems, undertakes technical checks and provides evidence to support the review. The named Safeguarding Governor provides assurance and challenge on behalf of the Governing Body.

A formal, recorded review of the effectiveness of the School's filtering and monitoring provision will be undertaken at least once every academic year and following any significant change or incident affecting the provision. The review will involve the Headteacher/DSL, the external IT provider and the named Safeguarding Governor and will record the checks undertaken, findings, decisions and any actions required.

This policy has been prepared having regard to and, where applicable, in accordance with:

- The Education (Independent School Standards) Regulations 2014; Keeping Children Safe in Education 2026; Working Together to Safeguard Children 2026; What to do if you're worried a child is being abused: advice for practitioners; the EYFS statutory framework for group and school-based providers effective from 1 September 2026; Disqualification under the Childcare Act 2006; the Prevent duty guidance for England and Wales 2023; and the current Relationships Education, Relationships and Sex Education and Health Education guidance; and Trafford Strategic Safeguarding Partnership procedures.

The School will participate, where appropriate, in Family Help assessments and planning in

accordance with Working Together to Safeguard Children 2026 and locally agreed procedures.

The School recognises the importance of providing help and support as soon as problems emerge and of taking immediate action where a child is in immediate danger or at risk of harm. The School will act in accordance with Working Together to Safeguard Children 2026, Trafford's Levels of Need guidance and the Children's First Response referral procedures.

4. 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 or humiliated, or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from exercising professional curiosity and speaking to the DSL or a deputy if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination.

- 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, sexual orientation, individual ability and any special needs.

- Each child will be supported to express their wishes and feelings about actions taken on their behalf. The concerns of children and their families will be listened to and given due consideration, having regard to the child's age and understanding. Staff must not promise confidentiality. Information will be shared where it is lawful and necessary to safeguard the child.

- Parents and carers will normally be informed when a referral is made unless doing so could place a child at increased risk, impede a statutory investigation or otherwise be contrary to the child's best interests. Consent is not required to share information for safeguarding purposes or make a referral where there is a lawful basis to do so.

- Parents and carers will be treated with courtesy and respect, with due regard given to working with them in a spirit of partnership to safeguard their child's welfare. The welfare of the child is paramount.

- Ensure safer recruitment practices are followed when checking the suitability of staff and volunteers to work with children.

- Recognise and respond appropriately to harmful sexual behaviour, sexual harassment and sexual violence between children.

- Raise awareness of child protection issues and equip children with the skills needed to keep themselves safe.

- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse.

- Support pupils who have experienced or may be at risk of harm in accordance with their individual needs and any agreed child in need, child protection, safety or support plan.

- Maintain a safe environment in which children can learn and develop.

- Ensure that concerns about a child are reported promptly in accordance with School procedures and that referrals are made to Trafford Children's First Response, or the children's social care service for the local authority in which the child lives, where required.

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.

Governors and the proprietor (The Congregation of Christian Brothers), are aware of the School's obligations under the Human Rights Act 1998, the Equality Act 2010 and Trafford's multi-agency safeguarding arrangements. The Public Sector Equality Duty applies to public authorities and is not stated here as a duty of the School solely by reason of its independent-school status.

5. DSL AND DEPUTY DSL RESPONSIBILITIES

The Headteacher is the appointed DSL and has the appropriate status and authority within the School to carry out all safeguarding duties. Details of the Deputy DSLs are set out in Appendix 2.

The main responsibilities of the DSL are to:

- Promote a strong culture of safeguarding throughout the school
- Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies
- Ensure all members of staff have access to, and understand, the School's Safeguarding policy and procedures
- Immediately upon the receipt of any report of a suspicion, belief or evidence of concerns, to act upon the report. A referral is made immediately where a child is in immediate danger or there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm. Other referrals are made promptly in accordance with current Trafford procedures. Administrative confirmation requirements must never delay protective action.
- 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
- 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
- Provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns
- Promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children.
- Maintain a regular training programme for all members of the school's staff and volunteers in line with advice from TSSP (https://www.traffordsafeguardingpartnership.org.uk)
- Ensure that all staff are trained regularly to understand and discharge their roles and responsibilities as set out in the latest KCSIE 2026 and in this policy.
- 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

- Ensure the Safeguarding Policy is reviewed at least annually in conjunction with the school governors
- Be responsible for overseeing online safety in the school with the support of the school's IT service provider.
- Understand and support the School with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- To ensure the Safeguarding Policy is available on the school's website

During term time, a DSL or DDSL is available during school hours. When the DSL is absent, one of the trained DDSLs will cover. For school-run activities outside normal hours and for school-run holiday provision, the DSL and/or a DDSL will be available or on call. Personal telephone numbers may be shared confidentially with relevant staff or providers where operationally necessary; they will not be published in this policy or on the public website. The Trafford Emergency Duty Team may be contacted for urgent statutory safeguarding support outside normal office hours but does not replace the school's own safeguarding leadership arrangements for school-run activities or provision. If a child is in immediate danger, staff must call **999**.

The DSL and deputy develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. This includes:

- Being conversant with Trafford Children's First Response (links shown above) 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, as appropriate: Trafford's safeguarding-in-schools guidance, Trafford Children's First Response or the Local Authority Designated Officer (LADO), as applicable, and liaising with the relevant safeguarding agencies. The DSL should use the NPCC's When to call the Police: Guidance for Schools and Colleges to help determine when the police should be contacted and what to expect when they are involved.
- If a Deputy DSL is managing a safeguarding concern about a child, they

should keep the Headteacher informed of all actions. A concern or allegation about the Headteacher must be reported directly to the Proprietor (The Congregation of Christian Brothers, contact details in Appendix Two), without informing the Headteacher first.

- Co-operating with the police, local authority children's social care and the LADO as required.
- Liaising with the Safeguarding Governor (details in Appendix 2) 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.

- In cases where a DDSL is deputising, the DDSL will keep the Headteacher informed of safeguarding issues, particularly ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes awareness of the requirement under the current PACE Code C 2023 for a child who is detained or questioned by the police as a suspect to have an Appropriate Adult.

- The DSL and deputies will be familiar with Trafford's current Levels of Need guidance, including Level 1 Universal, Level 2 Early Help and prevention, Level 3 Intensive family support, Level 4 Child in Need under section 17 of the Children Act 1989, and Level 5 Child Protection under section 47.

6. IMMEDIATE RESPONSE TO A CONCERN OR DISCLOSURE

- Staff must listen carefully, remain calm, avoid leading questions, reassure the child that they have done the right thing, explain that information must be shared to keep them safe, make a factual written record and report immediately to the DSL or a deputy. Staff must not investigate, confront an alleged perpetrator, promise confidentiality, contact parents themselves or ask the child to produce a statement.

- If a child is in immediate danger or at risk of harm, staff must contact children's social care and/or the police immediately. Anyone can make a referral. If a referral is made by someone other than the DSL, the DSL must be informed as soon as possible. Full reporting, recording and referral procedures are set out in sections 18–20 below.

- Safe-working expectations for adults, including one-to-one working, electronic communication, physical contact, intimate care and professional boundaries, are set out in the Staff Code of Conduct. Any concern about an adult must be reported under section 32 of this policy.

7. STAFF RESPONSIBILITIES

- As School staff are in regular and frequent contact with children, they are particularly well placed to observe signs of abuse, neglect or exploitation, or unexplained changes in behaviour or performance which may indicate that a child requires help or protection. Pupils may also make a direct disclosure to a member of staff or, with younger children, concerns may become apparent through their play.

- All School staff have a responsibility to provide a safe environment in which children can learn. All staff must read and understand Part One of KCSIE 2026. The Part One overview is a supplementary quick-reference resource and does not replace Part One. Additional sections or annexes are provided according to role and responsibility.

- All staff must understand and follow this policy, the Staff Code of Conduct and whistleblowing procedures and be aware of the other systems, policies and procedures within the School which support safeguarding.

- All staff must be aware of the indicators of abuse, neglect and exploitation so that they are able to identify children who may require additional help or protection, or who are suffering or likely to suffer significant harm.

- All staff must undertake safeguarding training appropriate to their role, as set out in section 9.

- If staff have any concern about a child, however minor it may appear, it must be recorded and reported promptly to the DSL or a deputy. In many safeguarding cases, it is not one major incident which triggers a referral but a series of apparently minor events. It is therefore important that all concerns are recorded and reported promptly.

- Staff must understand online-safety risks and their responsibilities in relation to filtering and monitoring. They should recognise the additional online risks faced by children with special educational needs and/or disabilities (SEND), including online bullying, grooming and radicalisation, and know how to report concerns.

- Any concern about the behaviour of a member of staff, supply teacher, volunteer or contractor must be reported immediately through the procedures in this policy.

8. GOVERNING BODY RESPONSIBILITIES

- The proprietor has overall legal responsibility for the School's safeguarding arrangements. The Governing Body provides strategic leadership and oversight on the proprietor's behalf and ensures that appropriate policies, procedures and training are in place and effective.

The Governing Body:

- ensures that St Ambrose Preparatory School has appropriate policies and procedures in place so that timely action is taken to safeguard and promote children's welfare;

- ensures that staff and volunteers are recruited in accordance with Part Three of KCSIE 2026;
- recognises the importance of appropriate information sharing between professionals and agencies;
- ensures that child protection files are maintained as set out in Annex B of KCSIE 2026;
- ensures that, where reasonably possible, the School holds more than one emergency contact number for each pupil;
- ensures that the School follows the published arrangements of the Trafford Strategic Safeguarding Partnership and that its safeguarding arrangements reflect local criteria for action and assessment protocols;
- ensures that the School contributes to local multi-agency safeguarding arrangements involving the three statutory safeguarding partners: Trafford Metropolitan Borough Council, NHS Greater Manchester Integrated Care Board and the Chief Constable of Greater Manchester Police, in accordance with Working Together to Safeguard Children 2026;
- ensures that all staff undergo appropriate safeguarding and child protection training, including online safety, at induction; that training is regularly updated in line with advice from the Trafford Strategic Safeguarding Partnership; and that staff receive updates as required and at least annually;
- ensures that children are taught how to keep themselves and others safe, including online, through appropriate teaching and learning opportunities; and
- creates an environment in which staff feel supported in their safeguarding role and are able to raise concerns.
- The Governing Body undertakes an annual review, with due regard to confidentiality, of the School's safeguarding policies and procedures and their implementation. This review is signed off by the Chair of Governors. The Governing Body also ensures that the School has effective online-safety policies and procedures.
- The Governing Body will receive appropriately anonymised safeguarding information at least termly, sufficient to monitor implementation and impact, identify trends and

provide effective challenge. Safeguarding challenge, decisions and agreed actions will be recorded in Governing Body minutes.

9. TRAINING AND INDUCTION

- Safeguarding training will reflect KCSIE 2026 and include, as relevant to each person's role, Family Help; online safety, including filtering and monitoring; harmful sexual behaviour; AI-related safeguarding risks, including deepfakes and AI-generated intimate imagery; information sharing; attendance and children absent from education; and local referral and escalation procedures.

- St Ambrose Preparatory School ensures that the DSL, Deputy DSLs, all staff, volunteers and governors receive training and safeguarding information appropriate to their roles. This includes online safety, Prevent awareness, and an understanding of the applicable roles and responsibilities relating to filtering and monitoring.

- Safeguarding and child protection updates, including online safety are updated in line with advice from the Trafford Strategic Safeguarding Partnership, and at least annually. Updates may be provided through staff meetings, email, briefings or INSET days.

- The DSL and Deputy DSLs training is updated at least every two years; they also undertake Prevent awareness training. In addition to formal training, the knowledge and skills of the DSL and Deputy DSLs are refreshed as required and at least annually, enabling them to understand and keep up to date with developments relevant to their roles.

- Governors receive appropriate safeguarding and child protection training, including online safety, at induction, and it is regularly updated. (See 9.2).

- Staff can access the Government's current Prevent duty training online.

- All staff are trained to recognise possible abuse, neglect and exploitation, respond appropriately to disclosures, report concerns, understand universal and community-based early help and targeted Family Help, and respond appropriately to a report of child-on-child harmful sexual behaviour, sexual harassment or sexual violence.

- Whenever KCSIE is updated, staff receive the current Part One and any additional sections or annexes relevant to their roles. Training and discussion are used to check understanding.

- Staff are given opportunities to contribute to and shape the School's safeguarding arrangements and policy through discussion and staff INSET.

- Support is available from the DSL and Deputy DSLs to staff who have concerns about safeguarding children.

- The DSL and Deputy DSLs provide peer support to one another. Additional professional support is available through the Edmund Rice Network and the Trafford Safeguarding Children in Education arrangements.

9.1 INDUCTION

All new staff receive appropriate safeguarding and child protection induction when they join the school. Temporary and supply staff, visiting peripatetic teachers, volunteers and contractors receive safeguarding information and induction on a proportionate, risk-based basis, taking account of their role and contact with children.

Induction includes:

- the School's Safeguarding and Child Protection Policy;
- the identity and roles of the DSL and Deputy DSLs;
- the Staff Code of Conduct, including arrangements for reporting allegations, low-level concerns and whistleblowing;
- the Behaviour Policy;
- the School's safeguarding response to children who are absent from education;
- online safety, including relevant filtering and monitoring responsibilities; and
- Part One of KCSIE 2026 and any additional sections relevant to the individual's role.

Induction and training are aligned with advice from Trafford's safeguarding partners. Staff are made aware of relevant local safeguarding procedures, thresholds and referral routes. Other training relevant to their role is undertaken as necessary.

9.2 GOVERNOR TRAINING

All governors receive appropriate safeguarding and child-protection training, including online safety. This training equips them to provide strategic challenge and assure themselves that

the School's safeguarding policies and procedures are effective and support a robust whole-School approach to safeguarding. The training is updated regularly.

The named Safeguarding Governor, (see Appendix Two), is also the governor responsible for filtering and monitoring. They receive appropriate training or briefing on the applicable responsibilities and the DfE Filtering and Monitoring Core Standard, participate in the School's annual review of its filtering and monitoring arrangements, and provide appropriate governance oversight and challenge.

10. ABUSE, NEGLECT, EXPLOITATION AND SPECIFIC SAFEGUARDING ISSUES

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 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.

KCSIE 2026 and Working Together 2026 recognise that children may experience simultaneous and overlapping harms. Assessment and planning will consider the whole child, family, peer group, online environment and wider community rather than treating individual incidents in isolation.

Abuse may include harmful behaviour by a child towards a parent or caregiver. Staff will also be alert to pregnant pupils and young parents, children showing early signs of abusive or harmful behaviour, and pupils whose circumstances or identity create additional barriers to seeking help. Support will be child-centred, anti-discriminatory and proportionate.

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 any 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 verbal abuse, such as persistent criticism, belittling or name-calling. 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, causing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 over clothing. They may also include non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women and other children can also commit acts of sexual abuse. 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.

Further safeguarding issues of which staff should be aware are listed below. Further detailed information can also be found in KCSIE, Annex A.

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

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. The exploitation may involve an exchange for something the child needs or wants, financial advantage or increased status for the perpetrator or facilitator, and/or violence or threats of violence. It may be committed or facilitated by an organised network or gang, and the child may identify as being part of that group. CCE and CSE can affect children of any sex and can include children who have been moved or trafficked for

the purpose of exploitation. This may constitute modern slavery. Where a potential victim of CCE or CSE is identified, the relevant child-protection and modern-slavery referrals must be considered in accordance with the Modern Slavery statutory guidance.

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 describes gangs and organised criminal networks using dedicated mobile-phone lines or other deal lines to move drugs and money. Children may be targeted and recruited in many locations, including schools, homes and care settings. Exploitation may be organised, involve coercion, debt bondage, threats or trafficking, and can amount to modern slavery. A child may be treated as an offender by others while remaining a victim who requires safeguarding. It is not possible for a child to consent to being exploited, abused or trafficked.

Child sexual exploitation occurs where an individual or group uses an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It can include contact, including penetrative and non-penetrative acts, and non-contact activity. It may occur without the child's immediate knowledge, including where images or videos are copied or manipulated.

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.

Some children may not realise that they are being exploited and may believe that they are in a genuine romantic relationship. Victims may also be criminalised for actions taken while under coercion.

Useful guidance: 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 diagnose mental health conditions. Staff can identify changes in behaviour or presentation that suggest a pupil may be experiencing, or be at risk of developing, a mental health problem.

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 18 of this policy.
Staff are alert to self-harm, eating disorders, suicidal thoughts or behaviour and other signs of acute distress. The school promotes wellbeing, identifies emerging concerns, provides or arranges early support, and makes safeguarding or specialist referrals where indicated. Any immediate risk to life or safety is treated as an emergency.

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 DfE guidance on promoting and supporting mental health and wellbeing in schools is available online.

The DSL and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate provision. Staff should not assume that a colleague or another professional will take action or share information that might be critical to keeping children safe. The DfE's Information sharing advice for safeguarding practitioners supports staff who have to make decisions about sharing information.

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.

Honour or faith-based abuse (HBA)

Honour or faith-based abuse 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 member of staff has a concern, they must report it to the DSL or a deputy immediately.

Female Genital Mutilation (FGM)

FGM comprises procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal and a form of child abuse. Staff must report any concern immediately to the DSL. A teacher who, in the course of professional duties, discovers that an act of FGM appears to have been carried out on a girl under 18 must personally report this to the police in accordance with the mandatory reporting duty, while also informing the DSL unless there is a good reason not to do so. Staff must not examine a child to determine whether FGM has occurred.

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 A.

Young Carers

Young carers may have additional needs, reduced attendance, tiredness, anxiety, isolation or difficulty accessing support. Staff will identify and record caring responsibilities sensitively, offer appropriate school support, and involve the DSL and external services where safeguarding or unmet need is identified.

- 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'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 Trafford so that the local authority can fulfil its duty under section 436A of the Education Act 1996 to make arrangements to identify children missing education. The school follows current statutory guidance on children missing education.

The School has regard to the DfE's statutory Children missing education: statutory guidance for local authorities and schools (September 2025). Detailed operational arrangements for managing unexpected and unexplained absence, making reasonable enquiries, maintaining admission and attendance registers, notifying the relevant local authority and deleting a pupil from the admission register are set out in the School's Attendance Policy.

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 a pupil fails to attend on the agreed starting day, or is unexpectedly absent and no reason has been provided, the School will act promptly in accordance with the Attendance Policy. This will include contacting the pupil's Parents and, where necessary, the emergency contacts held by the School. Where the pupil's whereabouts or circumstances remain unclear, the School will make and record proportionate reasonable enquiries and work jointly with the child's home local authority. Enquiries and communication with the local authority will continue until it is mutually agreed that they have concluded or that there are no further actions the School can reasonably take.
- If there is reason to believe that a pupil is in immediate danger or at risk of harm, staff must immediately inform the DSL and take action under this policy, including making a referral to Children's Social Care and/or contacting the police as appropriate. A Children Missing Education notification does not replace a safeguarding referral.

- The School will monitor attendance and respond promptly to repeated or prolonged absence. It will follow current statutory attendance and children-missing-education guidance, use the required national attendance codes and make all admission-register and local-authority notifications within the applicable timescales. A pupil's name will be removed from the admission register only where a prescribed ground in the School Attendance (Pupil Registration) (England) Regulations 2024 applies and after the School has completed all required enquiries and notifications.

- Follow all of the requirements for sharing information with the local authority set out in the DfE 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.
- 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.

11. SERIOUS VIOLENCE, WEAPONS AND PEER CONFLICT

Any concern that a pupil is carrying, has used, threatened to use or intends to carry a knife or other weapon must be reported immediately to the DSL or deputy. The DSL will assess risk to the pupil and others, consider exploitation, bullying, peer conflict and extra-familial harm, and take advice from police or children's social care as appropriate.

A safety and support plan will be put in place where indicated. It may address supervision, travel, arrival and departure, conflict de-escalation, trusted-adult support, mentoring, therapeutic or specialist help, information sharing and risk to others. Pupils involved in violence may themselves be victims of exploitation or abuse and will be safeguarded accordingly.

11.1 REASONABLE FORCE AND RESTRICTIVE INTERVENTIONS

Any use of reasonable force or restrictive intervention must be lawful, necessary, proportionate, for the minimum time and in the child's best interests. It must never be used as punishment. Staff consider known vulnerabilities, SEND, medical needs and trauma, summon help where practicable, record and report the incident, inform parents where appropriate, provide support, and review patterns or repeated use as a safeguarding concern.

12. 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

Under section 26 of the Counter-Terrorism and Security Act 2015, the school must have due regard to the need to prevent people from being drawn into terrorism. The school follows the Prevent duty guidance for England and Wales 2023, which came into force on 31st December 2023, and current Department for Education guidance and training resources.

The DSL maintains current Prevent referral arrangements and ensures staff understand local risk, proportionate response, information sharing and the Channel process.

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 training
- Prevent referrals training

- Channel or Prevent Multi-Agency Panel training
- Educate Against Hate

13. CHILDREN WITH 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 to be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in managing and reporting these challenges.

Additional barriers may include dependence on adults for personal or intimate care, isolation, cognitive understanding, difficulty distinguishing fact from fiction, and assumptions that behaviour or injury relates to disability. The DSL will work with the SENCO and relevant professionals, ensure suitable communication methods and make reasonable adjustments without lowering safeguarding expectations.

To address these additional needs, the School will consider whether extra pastoral support 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.
- Allergy Safety in Schools

14. DOMESTIC ABUSE

The Domestic Abuse Act 2021 defines domestic abuse as abusive behaviour between people aged 16 or over who are personally connected. Behaviour may consist of a single

incident or a course of conduct and includes physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; and psychological, emotional or other abuse.

A child is a victim of domestic abuse in their own right if they see, hear or experience the effects of domestic abuse and are related to, or fall within parental responsibility of, either person. Domestic abuse can have a serious and lasting emotional, psychological and physical impact. Staff must report any concern to the DSL without delay and consider immediate safety, Operation Encompass information and referral to statutory services.

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.

15. 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 ensures that staff have the skills, knowledge and understanding to keep looked-after children safe. In particular, 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 parental consent or under 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 authority delegated to the carer by the authority looking after the child. The 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 may remain vulnerable and all staff must have the skills, knowledge and understanding to keep previously looked-after children safe. The Head (DSL and appropriately trained designated teacher for looked-after and previously looked-after children), leads on promoting their educational achievement, working with the social worker and Virtual School Head. When dealing with looked-after and previously looked-after children, it is important that all agencies work together and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

16. 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.

Child-on-child abuse is a safeguarding issue for the child harmed and for the child alleged to have caused harm. The school will assess and respond to each child's needs separately, avoid prejudicial labels, and provide early support intended to prevent escalation while protecting other pupils.

Leaders and staff will remain alert to times and places of increased risk, including immediately before and after school, transitions, toilets and changing areas, transport, clubs, trips and online spaces. Risk assessments will be dynamic, reviewed and informed by the wishes and feelings of children involved.

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 that the DSL assesses the incident carefully and determines the appropriate response.
- 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)
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- physical assault or harm, or the threat of harm with a weapon
- sexual violence and sexual harassment
- making, requesting, taking, possessing or sharing nude or semi-nude images or videos, including real, digitally altered or AI-generated material, whether consensual or non-consensual
- 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.

The school takes a zero-tolerance approach: abuse is never acceptable and must not be passed off as banter, part of growing up or harmless behaviour. Staff challenge misogyny, misandry, sexualised language and other prejudicial behaviour. All reports are recorded, assessed and investigated appropriately, and all children involved receive proportionate safeguarding support.

Often there is a gendered nature of child-on-child abuse and it is more likely that girls will be victims and boys 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.

16.1 RECOGNISING CHILD-ON-CHILD ABUSE

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: a power imbalance may exist within a child-on-child abusive 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.

16.2 VULNERABILITY

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.

16.3 SHARING NUDES AND SEMI-NUDES

Making or sharing nudes and semi-nudes is an image-based safeguarding risk that may involve consent, pressure, coercion, exploitation, harassment or criminal conduct. The response will be child-centred and proportionate and will follow current UKCIS guidance.

Every incident involving the making or sharing of nudes or semi-nudes, whether apparently consensual or non-consensual, must be treated as a safeguarding concern and reported immediately to the DSL or a deputy.

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.

The Protection of Children Act 1978, as amended by the Sexual Offences Act 2003, criminalises taking, making, distributing and showing indecent photographs or pseudo-photographs of a child; possession may also be an offence under the Criminal Justice Act 1988. Staff must not routinely view, copy, print, forward or search for an image. The device or account should be secured, the DSL informed immediately, and the DSL should follow UKCIS guidance, preserve evidence and seek police or children’s social care advice where required.

16.4 INITIATION AND 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.

16.5 PREJUDICIAL 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.

16.6 PREVENTION

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 are taught the different ways in which they can express views, seek help, report abuse and obtain continuing support. They may speak to any trusted member of staff or ask another person to help them raise a concern. A pupil who receives a safeguarding concern must pass it to an adult immediately; a peer-reporting route never replaces adult safeguarding responsibility.

16.7 STAFF RESPONSE

Staff must respond promptly and sensitively. Their role is to listen carefully, make a factual written record and report the concern to the DSL or a deputy without delay. Staff must not investigate or attempt to establish the full facts.

It is important to deal with child-on-child abuse immediately and sensitively. Staff should use terminology carefully and avoid labelling a child. The most appropriate terminology will be determined case by case, taking account of the child's preferred language where relevant.

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.

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 or a deputy will lead the School's initial safeguarding response, take any immediate steps needed to protect the children involved and consider each report on a case-by-case basis. Depending on the circumstances, the response may include one or more of the following: managing the matter internally under the Behaviour Policy and providing pastoral support; providing universal or community-based early help; seeking targeted support through Family Help or making a referral to local authority children's social care; and/or reporting the matter to the police. These options are not mutually exclusive. All decisions and the reasons for them must be recorded.

16.8 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 a Family Help request and the child may require additional support from family members.

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 take proportionate disciplinary action in accordance with its Behaviour Policy. Any disciplinary response will be considered separately from the safeguarding support required by any child involved. Suspension or permanent exclusion will be used only where it is justified, lawful and proportionate.

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.

17. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Staff at St Ambrose Preparatory School must be aware that sexual violence and sexual harassment can occur between children of any age or sex. It can involve one or more children sexually assaulting or sexually harassing another child or 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.

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online or offline. In this policy, the term refers to 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.

17.1 RISK AND NEEDS ASSESSMENT

Following a report of sexual violence, the DSL (or a deputy) will carry out an immediate risk and needs assessment. Following a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The assessment will consider:

- the victim's safety and support needs;
- whether there may be other victims;
- the alleged perpetrator(s);
- the wider school community, including pupils and staff, and any measures required to protect them from the alleged perpetrator(s) or from future harm; and
- the location and time of the incident and any steps required to improve safety in that area.

Risk and needs assessments will be recorded, regularly reviewed and used to inform ongoing safeguarding decisions. The School will continue to consider the risks posed to all pupils and put appropriate measures in place to protect them and keep them safe.

The DSL (or a deputy) will engage with local authority children's social care and specialist services as required. In cases of sexual violence, professional risk assessments undertaken by social workers or sexual-violence specialists are likely to be required. The School's assessment does not replace an assessment by an appropriately qualified professional.

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse occurring online, outside the School or otherwise away from the School premises will be treated with equal seriousness. Victims will never be made to feel that they are causing a problem by reporting abuse or made to feel ashamed for coming forward. Staff will explain sensitively that the law exists to protect children and young people, not to criminalise them.

Children may struggle to disclose abuse verbally. They may communicate their concerns through changes in behaviour, through a friend or through a conversation overheard by a member of staff. Staff will act immediately on concerns about a child's welfare and will not wait for a direct disclosure.

Reports containing an online element will be handled carefully, taking account of current DfE guidance on searching, screening and confiscation and UKCIS (UK Council for Internet Safety) guidance on sharing nudes and semi-nudes. Staff must not view or forward illegal images of a child. Where viewing is unavoidable, it will be managed only in the limited circumstances set out in the UKCIS guidance. It may be appropriate to confiscate a device to preserve evidence and pass it to the police for inspection.

If the DSL (or a deputy) was not involved in receiving the initial report, they must be informed as soon as practically possible.

The School adopts a zero-tolerance approach to harmful sexual behaviour, sexual harassment and sexual violence. Such behaviour is never acceptable, will not be tolerated and will not be dismissed as banter or an inevitable part of growing up. All staff will act in the best interests of the child.

Further guidance can be found in:

- Keeping children safe in education – Part Five
- Searching, screening and confiscation in schools
- Sharing nudes and semi-nudes: advice for education settings

18. REPORTING A SAFEGUARDING CONCERN

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.

- Any member of staff who has a safeguarding concern must report it immediately to the DSL or a deputy and record it on CPOMS as soon as practicable on the same day. Recording on CPOMS does not replace an immediate verbal report where a child may be at risk. If CPOMS is unavailable, the controlled safeguarding concern form must be completed and passed securely to the DSL; it will be uploaded to CPOMS when access is restored.
- Any paper contingency record must be passed securely to the DSL or a deputy and uploaded to CPOMS as soon as access is restored.
- Wherever possible, there should also be a conversation with the DSL or in their absence the Deputy DSLs, who will help staff decide what to do next.
- Action taken by the DSL may include managing support through the school's pastoral processes, coordinating or contributing to Family Help assessment and planning, and making a referral to Children's First Response and/or the police.
- If it is not possible to speak to the DSL or a deputy, this must not delay appropriate action. The member of staff should use Children's First Response and make a direct referral where necessary.
- In an emergency or if a child is in immediate danger or is at risk of harm a referral should be made to Children's First Response and/or the police immediately.
- 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.
- Staff do not require parental consent to make referrals to statutory agencies.
- 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.
- 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.

- 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.

All concerns must be reported immediately and recorded on CPOMS. The controlled paper contingency form is used only where CPOMS is unavailable.

- 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.

19. RESPONDING TO DISCLOSURES

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. Where evidence is held on an electronic device, the device should be secured and may need to be confiscated in accordance with the School's policy or advice from the police or another statutory agency. **Staff must not routinely view images, look for further images, copy, print, forward or delete images. The DSL will act in accordance with the limited provisions on viewing in the current UKCIS guidance.**

20. 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. Such records are kept electronically on CPOMS.

Records should:

- include 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 entered on CPOMS and attributed and dated automatically; where the contingency paper form is used, it must be signed, dated and passed securely to the DSL before being uploaded to CPOMS

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 is held securely on CPOMS with role-based access and an audit trail. Any necessary paper original is stored securely and its movement is recorded.

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 should refer to the action flowcharts in Part One of KCSIE 2026.

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 2026).

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. 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).

21. 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.

The DSL will transfer the child-protection file separately from the main pupil file, securely and within five days for an in-year transfer or within the first five days of a new term. Receipt will be obtained and recorded. Information needed to protect or support the child will be shared

in advance where appropriate. The school will not retain duplicate safeguarding files except where required by law, the retention schedule or specific professional advice.

22. 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.
- 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.

- Liaison with agencies that support the pupil, including local authority children's social care, Child and Adolescent Mental Health Services (CAMHS), attendance services and educational psychology services.
- 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 values.
- Contributing to a child protection plan, agreed through the statutory processes in consultation with other agencies, if appropriate; and may prepare a safety or support plan to identify strategies to assist a child.
- Recording and reviewing recurring concerns and escalating or referring them promptly in accordance with the applicable safeguarding threshold and local procedures.
- The appropriate transfer of information to the next school or setting when a pupil subject to a child protection plan leaves the School. If the School does not know where the pupil has moved, Trafford's Children Missing Education team will be contacted as soon as possible; Children's First Response or the police will also be contacted where there is a safeguarding concern.
- 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.
- The School will contribute to multi-agency working in accordance with Working Together to Safeguard Children 2026. This includes contributing, as required, to Family Help assessments and plans and to inter-agency plans providing additional support to children who are subject to child protection plans.

- The School will allow access for local authority children's social care from the host local authority and, where appropriate, from a placing local authority, so that the relevant authority can conduct, or consider whether to conduct, an assessment under section 17 or section 47 of the Children Act 1989. See KCSIE 2026, Working Together to Safeguard Children 2026 and Appendix 1.

- The Department for Education has published non-statutory guidance on Preventing and tackling bullying and Mental health and behaviour in schools. The latter explains how schools can create a whole-school culture that promotes positive mental health, understand the relationship between mental health and behaviour, identify pupils who may have mental health problems and put appropriate support in place, including working with external agencies where required.

- The School recognises that, since 31st October 2015, teachers* have had a personal statutory duty to report to the police when, in the course of their professional work, they discover that FGM appears to have been carried out on a girl under the age of 18. A known case arises where the girl discloses that FGM has been carried out or the teacher observes physical signs that appear to show this.

- The teacher must make the report personally, normally by calling 101. Unless there is a good reason not to do so, the teacher should also discuss the case with the DSL (or a deputy). Local authority children's social care will be involved as appropriate. If there is an immediate risk to life or likelihood of serious harm, staff must call 999.

- The mandatory police-reporting duty does not apply to suspected or at-risk cases where there has been no disclosure or visual identification. In these circumstances, all staff must follow the School's safeguarding procedures and report their concerns to the DSL (or a deputy) without delay. The police and children's social care will be involved as appropriate.

- Staff must never examine a pupil to establish whether FGM has taken place.

Footnote: *For this duty, "teacher" means a qualified teacher or another person employed or engaged to carry out "teaching work" in a school or other relevant institution, whether or not they hold qualified teacher status. Teaching assistants, sports coaches and visiting instrumental music staff are not automatically included; this depends on whether their particular duties legally constitute teaching work. Anyone uncertain whether the personal reporting duty applies to them should seek immediate advice from the DSL, without delaying

any necessary safeguarding action. References: KCSIE 2026, Mandatory reporting of female genital mutilation: procedural information, Teachers' Disciplinary (England) Regulations 2012 – definition of teaching work

23. OPERATION ENCOMPASS

Operation Encompass is an information-sharing arrangement. Police forces have a statutory duty to notify relevant education settings where they have reasonable grounds to believe that a child may be a victim of domestic abuse.

Children are recognised as victims of domestic abuse in their own right if they see, hear or experience its effects. Notifications include children connected to the household whether or not they were physically present during the incident. The notification should normally be received before the start of the next school day, enabling the School to provide timely, informed support according to the child's needs.

An Operation Encompass notification does not replace the School's existing safeguarding procedures or a referral to children's social care where a child has been harmed or is at risk of harm.

Operation Encompass notifications are managed by Ms Sara Heron, Headteacher and DSL, with safeguarding cover provided by the Deputy DSLs.

24. CHILD IN NEED: SECTION 17

Under section 17 of the Children Act 1989, a child is in need where they are unlikely to achieve or maintain a reasonable standard of health or development without services; their health or development is likely to be significantly impaired, or further impaired, without services; or they are disabled. The local authority remains responsible for providing support and services under section 17, although the lead practitioner is not limited to being a social worker.

A referral to Children's First Response should be considered where a child may be in need and require an assessment under section 17. A Family Help assessment is not a prerequisite for making a referral. The local authority will determine the appropriate assessment and lead practitioner in accordance with its local procedures.

Where appropriate and safe, the DSL or Deputy DSL will normally discuss the referral with the child and their parents or carers. Family Help assessments and services are ordinarily consensual. However, consent is not required to share information or make a safeguarding referral where this is necessary to protect a child. Parents or carers should not be informed before a referral where doing so could place the child at increased risk, prejudice a police investigation or cause unnecessary delay.

Concerns about radicalisation will be managed under the School's Prevent procedures, including making a Prevent referral where appropriate. Where those concerns also indicate that the child may be in need, has been harmed or is at risk of harm, a referral to Children's First Response will also be made.

25. SIGNIFICANT HARM: SECTION 47

Section 47 of the Children Act 1989 places a statutory duty on the local authority to make enquiries where it has 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. Section 47 enquiries are led by children's social care, with police involvement as appropriate.

Where the DSL or Deputy DSL has concerns that a child is suffering, or is likely to suffer, significant harm, an immediate referral will be made to Children's First Response or, where applicable, the child's current social worker. The police will also be contacted where appropriate, including where a crime may have been committed. If the child lives outside Trafford, the concern must be referred immediately to the relevant local authority.

The significant-harm threshold triggers section 47 enquiries and may justify statutory intervention in family life. The referrer should provide all available information explaining the concerns and their potential effect on the child. It is for the local authority, working with safeguarding partners, to determine whether section 47 enquiries are required. Uncertainty about the threshold or the absence of complete information must not delay a referral.

There is no single absolute criterion for judging what constitutes significant harm. Relevant considerations include the severity, duration and frequency of any abuse; the degree of threat, coercion or cruelty; the context in which the harm occurs, including outside the home and online; the significance of other people in the child's life; and the cumulative impact of adverse events.

Significant harm may arise from a single serious event or from an accumulation of acute or long-standing concerns that impair the child's physical, psychological or social development.

Assessment of significant harm must consider the family context and the child's development within their wider social, cultural, extra-familial and online environment. Any medical condition, communication difficulty, disability or other additional need that may affect the child's development or care must also be considered. The nature of any ill-treatment or failure to provide adequate care must be considered alongside its impact on the child's health and development and the adequacy of the care provided.

26. INFORMATION SHARING

Information sharing is governed by the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Data protection law does not prevent the sharing of information for safeguarding. Staff will share relevant, necessary, proportionate, accurate, timely and secure information and record the decision and rationale, including where a decision is made not to share.

The Governing Body recognises its responsibility to ensure that staff have due regard to the relevant data-protection principles, which allow them to share and withhold personal information as provided for in the Data Protection Act 2018 and the UK GDPR.

Staff know that if they have any doubt about sharing information, they must speak to the DSL or a Deputy DSL. Information will be shared in accordance with the current HM Government Information sharing advice. Practitioners should use their judgement when deciding what information to share, with the safety and welfare of the child as the most important consideration. Data-protection law must not prevent information sharing where this is necessary to safeguard a child. 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 on information sharing is listed in Appendix 1.

27. STAFF BEHAVIOUR

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 the Safer Recruitment Consortium's Guidance for safer working practice for those working with children and young people in education settings (February 2022).

28. EQUALITY AND INCLUSION

Effective safeguarding is anti-discriminatory and anti-racist. Staff will consider how economic and social circumstances, ethnicity, disability and other factors may affect children and families. Staff are alert to adultification bias, where a child may be perceived or treated as older or more responsible than they are, leading to their vulnerability, wishes or need for protection being overlooked.

The school will make reasonable adjustments and provide appropriate communication support for children who have communication difficulties, use alternative communication, do not speak English or have English as an additional language, so that they can express their wishes and report concerns safely.

The Equality Act defines "Protected Characteristics" the ones relevant to safeguarding children are: disability; pregnancy and maternity; 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.

Where a primary-age child is questioning gender, the School takes a cautious, child-centred and case-by-case safeguarding approach, involves parents unless doing so would place the child at risk of significant harm, and obtains appropriate safeguarding and legal advice. The School will not permit pupils to use toilets or changing rooms designated for the opposite sex and will provide appropriate alternative private arrangements where needed. Privacy, dignity and participation in sport will be managed in accordance with current law, KCSIE and the independent-school standards.

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.

29. EYFS OPERATIONAL SAFEGUARDS

The DSL has lead responsibility for safeguarding children in the EYFS, supported by the named EYFS deputy DSL. EYFS staff receive safeguarding training that meets the statutory-framework criteria, renewed at least every two years, with ongoing updates and support to apply learning in practice.

A person with a current paediatric first-aid certificate must be available on the premises whenever EYFS children are present and accompany EYFS children on outings; certificates are renewed at least every three years. While children are eating, a member of staff with a current full paediatric first-aid certificate must always be in the room, and children must remain within sight and hearing of staff. EYFS procedures also cover allergies and individual action plans, choking prevention, safer sleep where applicable, supervision, intimate care, medicines, accidents and injuries, devices and age-appropriate screen use, having regard to current government guidance.

Only school-approved devices may be used to photograph or record EYFS children. Personal devices must not be used in areas where children are present. The school's mobile-phone and camera rules apply to staff, volunteers, visitors, contractors and parents while on site or attending school activities.

The school completes and records all required suitability, enhanced DBS, barred-list and childcare-disqualification checks before an individual undertakes relevant EYFS work. Ongoing suitability is monitored and any change in circumstances must be reported immediately to the Head. From 1st September 2026, supervision no longer prevents otherwise qualifying volunteer activity from being regulated activity.

The Head and DSL will make and record any legally required EYFS notification to the body prescribed by law within the applicable statutory timescale, having checked the current EYFS framework, the school's legal and registration position, ISBA model guidance and ISI requirements. The record will include the decision, advice received, notification route, date, content and outcome.

30. TEACHING CHILDREN TO KEEP SAFE AND ONLINE SAFETY

Safeguarding, including online safety, is taught through PSHE, Relationships Education, Computing, assemblies and the wider curriculum. Teaching is age-appropriate and adapted for pupils with SEND or additional vulnerabilities. It covers healthy relationships, boundaries and consent, reporting concerns, online content, contact, conduct and commerce risks, misinformation, grooming, exploitation, bullying, image sharing, pornography, radicalisation, AI-related risks and respectful use of technology.

The DSL has lead responsibility for safeguarding and online safety. The School's filtering and monitoring responsibilities and review arrangements are set out in section 3.

The formal review will include checks of School-managed devices, user groups and relevant locations, including off-site and remote use where applicable, and will record its scope, findings, actions and governor assurance and challenge.

Pupils do not access personal mobile phones or smart devices during the school day unless the Head has authorised a written medical, disability or safeguarding exception. Devices brought to school are stored securely. Staff use only approved school devices to photograph or record pupils and follow the Staff Code of Conduct, Online Safety Policy, Acceptable Use arrangements and EYFS requirements.

The detailed operational arrangements for email, websites, social media, remote learning, technical security, acceptable use, parental engagement, digital images and device management are contained in the Online Safety Policy and related acceptable-use documents. Any safeguarding concern arising from technology, AI, mobile devices or online activity must be reported immediately to the DSL.

31. WHISTLEBLOWING

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 the school, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. The NSPCC Whistleblowing Advice Line 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. The line is available from 8:00am to 8:00pm Monday to Friday and from 9:00am to 6:00pm at weekends. Staff can also email help@nspcc.org.uk. Advice is available at Whistleblowing for employees.

32. CONCERNS AND ALLEGATIONS ABOUT ADULTS

Any safeguarding concern about an adult working in or on behalf of the School must be reported immediately to the Headteacher. A concern or allegation about the Headteacher must be reported directly to the Proprietor, without informing the Headteacher first.

Where there is a conflict of interest, the concern is reported directly through the LADO route. The Head or Chair acts as case manager; the DSL remains responsible for safeguarding affected children.

Where the harm threshold may be met, the case manager consults the LADO within one working day and undertakes only the basic enquiry necessary to establish the facts before that consultation. The school does not conduct a substantive investigation before LADO advice. Immediate risk is addressed without delay and the police or children's social care are contacted where required.

Low-level concerns are reported to the Head. The written record will include details of the concern, the context in which it arose, the action taken, the decision reached and the rationale for that decision, together with the name of the person raising the concern where

appropriate. Where that person wishes to remain anonymous, this will be respected as far as reasonably possible.

Records will be kept confidential and secure, reviewed to identify any patterns of inappropriate, problematic or concerning behaviour, and retained in accordance with the School's retention schedule—normally at least until the individual leaves their employment and longer where required by that schedule.

Low-level concerns about supply staff or contractors will be notified to their employer. The Head is the ultimate decision-maker for low-level concerns. If there is doubt about whether the harm threshold is met, the LADO will be consulted.

32.1 PROCEDURES FOR CONCERNS ABOUT ADULTS

When dealing with safeguarding concerns or allegations about the Head, staff, supply staff, trainee teachers, volunteers or contractors, the school aims to strike a balance between the need to protect children from abuse and the need to protect those who are the subject of false or unfounded allegations. All safeguarding concerns or allegations, no matter how small, must be reported and considered. The school will determine whether a concern or allegation may meet the harm threshold or should be addressed as a low-level concern. If there is any doubt, the LADO will be consulted.

The school will follow the guidance in Part four of Keeping children safe in education 2026.

Part four has two sections:

- Section one includes detailed guidance on concerns or allegations that may meet the harm threshold.
- Section two includes guidance on concerns or allegations that do not meet the harm threshold, referred to as **low-level concerns**. These concerns must be shared with the right person, recorded and dealt with appropriately.

Low-level concerns

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

Creating 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 may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside 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 overfriendly 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;
- humiliating pupils; or
- using inappropriate sexualised, intimidating or offensive language.

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

Low-level concerns may arise in several ways and from a number of sources. For example, through a suspicion, complaint or disclosure made by a child, parent or other adult within or outside 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 the concern can be addressed appropriately. Staff are also encouraged to self-refer where they have found themselves in a situation that could be misinterpreted, might appear compromising to others or where, on reflection, they believe their behaviour may have fallen below expected professional standards.

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, supply staff, trainee teacher, volunteer or contractor, however minor it may appear, it must be reported to the Headteacher without delay. A concern or allegation about the Headteacher must be reported directly to the Proprietor, the Congregation of Christian Brothers (contact details in Appendix Two), without informing the Headteacher first.

Staff must never assume that abuse by an adult could not happen in this school or immediately disbelieve an allegation against someone who is well known and trusted.

Where there is a conflict of interest in reporting a concern or allegation to the Head or Chair of Governors, the LADO must be contacted directly and without delay.

32.2 PROCEDURES

The Headteacher must be informed immediately about any allegations or concerns about a member of staff, supply teacher, trainee teacher, contractor, volunteer or other adult working in or on behalf of the School.

A concern or allegation about the Headteacher must be reported directly to: Congregation of Christian Brothers (Proprietor) – contact details in Appendix Two.

In line with KCSIE and Trafford procedures, the Headteacher will act as Case Manager for a concern or allegation about another adult. Where the concern or allegation is about the Headteacher, the Proprietor will act as Case Manager and contact the Trafford Local Authority Designated Officer (LADO) if the concern is 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 towards a child or children in a way that indicates they 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, including behaviour outside school that may create a transferable risk.

This is known as the 'harm threshold'.

The Headteacher or Proprietor will contact the Trafford LADO within one working day on **0161 912 5024**, by email at LADO@trafford.gov.uk, or by completing the Trafford Allegation of Professional Abuse referral form.

Where there is also a safeguarding concern about a child, Trafford Children's First Response will be contacted on **0161 912 5125**. If the concern is urgent and outside office hours, the Emergency Duty Team will be contacted on **0161 912 2020** and informed that the matter concerns a person in a position of trust. Immediate danger must be reported to the police on **999**, and any suspected crime must be reported to the police without delay.

Before contacting the LADO, the Case Manager may undertake basic enquiries, in accordance with local procedures, to establish the facts and determine whether there is any foundation to the allegation. These enquiries must be conducted carefully so that they do not jeopardise any future police investigation. The School must not undertake a substantive investigation or interview the person who is the subject of the allegation without prior consultation with the LADO or, in the most serious cases, the police.

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 and for making any necessary referral to Children's Social Care.
- **Investigating and supporting the person subject to the allegation** – the Case Manager should discuss the nature, content and context of the allegation with the LADO 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 whether the allegation meets the harm threshold and whether a safeguarding referral is required because a child has suffered, or is at risk of suffering, significant harm. If this is the case, Children's Social Care will be contacted and a strategy discussion will be convened in accordance with Working Together to Safeguard Children 2026. The Headteacher or Chair of Governors should attend where requested.

Discussions must be recorded in writing by the Case Manager. The arrangements for communication with the individual and the parents of the child or children must be agreed with the LADO.

Where an individual child is not identified but there are concerns about the behaviour of a person in a position of trust that require consideration by other agencies or organisations, the LADO may convene a LADO strategy meeting to consider the concerns and any action required.

Possible outcomes may include:

- an investigation by Children's Social Care;
- a police investigation where there may be a criminal element to the allegation; or
- an investigation undertaken by St Ambrose Preparatory School or, where appropriate, an independent investigator.

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

Where an allegation concerns a supply teacher, trainee teacher or member of contracted staff, the School will work closely with the relevant employment agency, training provider or employing organisation. The School will remain responsible for managing the safeguarding aspects of the case and gathering the relevant facts, while the agency, provider or employing organisation will normally undertake any disciplinary process. The School will not cease to use the person's services because of safeguarding concerns without first establishing the facts and consulting the LADO.

An accurate record of all that has happened will be made, including the facts of any injury, timings, explanations, persons present and action taken by the School. If an allegation is made against a member of staff, the prompt resolution of that allegation must be a clear

priority for the benefit of all concerned. Unnecessary delays must be avoided at every stage of the consideration or investigation.

Suspension of the member of staff will not be the default response to an allegation. Suspension will be considered only where there is cause to suspect that a child or other children at the School are at risk of harm, or where the case is so serious that it might be grounds for dismissal.

Based on an 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 the individual to alternative work in the School so that they do not have unsupervised access to children; or moving the child or children to classes where they will not come into contact with the member of staff, where this is in their best interests and takes account of their views. It must be made clear that any such arrangement is not a punishment, and parents should be consulted where appropriate.

These alternatives allow time for an informed decision regarding suspension and may reduce the initial impact of the allegation. The appropriate action will, however, depend upon the nature and circumstances of the allegation.

The School will also consider the potential permanent professional and reputational damage to an employee that can result from suspension where an allegation is later found to be unsubstantiated, unfounded, false or malicious. If immediate suspension is considered necessary, the Case Manager must record the rationale and justification for that decision, including the alternatives considered and why they were rejected, following consultation with the LADO and appropriate employment or legal advisers.

Where it has been deemed appropriate to suspend the person, written confirmation should be provided within one working day, giving as much detail as appropriate about the reasons for the suspension. Due weight will be given to the advice of the LADO and the guidance in KCSIE 2026 and Working Together to Safeguard Children 2026.

It is not acceptable for an employer to leave a person who has been suspended without support. At the point of suspension, the person must be told who their named contact is within the School and provided with that person’s 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, subject to any advice from the LADO or police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

Where it is immediately clear that an allegation is unsubstantiated or malicious, the matter should normally be resolved promptly and without unnecessary delay.

Whether or not a member of staff offers to resign must not prevent the allegation procedure from reaching a conclusion. Where the statutory referral criteria are met, the School will make a referral to the Disclosure and Barring Service. Resignation, dismissal, redeployment or the cessation of a person's services must not be used to avoid making a referral. Further information is available in the statutory guidance on making barring referrals to the Disclosure and Barring Service.

The School will follow Part Four of KCSIE 2026 to ensure that:

- procedures are applied with common sense, professional judgement and due regard to KCSIE and LADO advice;
- allegations found to be malicious or false are removed from personnel records unless the individual consents to their retention;
- records of substantiated, unfounded and unsubstantiated allegations are retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, whichever is longer; and
- allegations found to be unsubstantiated, unfounded, false or malicious are not included in employer references.

Further details regarding the procedures for dealing with allegations of abuse against staff are available from the School.

Where a teacher's employer, including an employment agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed the teacher or ceased to use their services had they not left first, the employer must consider whether to refer the case to the Secretary of State through the Teaching Regulation Agency. Information about making a referral is available at Report serious teacher misconduct.

32.3 CONFIDENTIALITY AND INFORMATION SHARING

Since 1st October 2012, there have been restrictions on the reporting or publication of allegations against a teacher who has been accused by, or on behalf of, a pupil at the same school. The School must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

These restrictions apply until the accused person is charged with a relevant offence or the Secretary of State, through the Teaching Regulation Agency, publishes information about an investigation or decision in a disciplinary case. The restrictions may also cease to apply if the accused person waives their right to anonymity by going public or providing written consent, or if a court lifts the restrictions.

The Case Manager will take advice from the LADO, the police and local authority Children's Social Care, as appropriate, to agree: who needs to know and exactly what information can be shared; how to manage speculation, leaks and gossip; what, if any, information can reasonably be given to the wider community to reduce speculation; and how to manage press interest if and when it arises.

32.4 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 or cause harm to the person who is the subject of the allegation.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to prove or disprove the allegation. The term does not imply guilt or innocence.
- **Unfounded:** there is no evidence or proper basis that supports the allegation being made.

32.5 DBS AND TRA REFERRALS

The School will make a referral to the Disclosure and Barring Service as soon as possible where it removes a person from regulated activity, or would have removed them had they

not left, and believes that the person has engaged in relevant conduct, satisfies the harm test, or has received a relevant caution or conviction. This duty applies to any individual, whether paid or unpaid, who was engaged in regulated activity and is not dependent on LADO advice.

- The School will keep a record of its DBS referral decision and rationale and will not enter into a compromise or settlement agreement that prevents a required referral. Further information is available in the guidance on making barring referrals to the Disclosure and Barring Service.

- Where a teacher is dismissed or the School ceases to use their services because of serious misconduct, or would have done so had the teacher not left, the School must consider a separate referral to the Secretary of State through the Teaching Regulation Agency. Further information is available at Report serious teacher misconduct.

32.6 RECORDS OF ALLEGATIONS

Records of substantiated, unfounded and unsubstantiated allegations will be retained in accordance with KCSIE 2026 and the School's retention schedule (see Privacy/Data Protection Policy). Unsubstantiated, unfounded, false or malicious allegations will not be included in employer 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 the information to be retained. However, for all other allegations, the following information must be 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, 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 stating 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 where a future DBS check reveals

information held by the police about an allegation that did not result in a criminal conviction. It will also help to prevent unnecessary reinvestigation if an allegation resurfaces after a period of time.

Records of allegations must be retained at least until the person accused has reached normal pension age or for ten years from the date of the allegation, whichever is longer. Safeguarding and allegation records will also be retained in accordance with the School's retention schedule, limitation requirements and any applicable legal hold or statutory direction.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the Case Manager should consider whether the child and/or the person who made the allegation needs help or may have been abused by someone else. Where appropriate, a referral will be made to local authority Children's Social Care.

If an allegation is shown to have been deliberately invented or malicious, the School will consider whether disciplinary action is appropriate under its Behaviour Policy. Any sanction must be proportionate and may include suspension or permanent exclusion. A referral to the police may also be made where there are grounds for believing that a criminal offence may have been committed.

Where initial consideration determines that the allegation does not involve a possible criminal offence, it will be for the employer to deal with the matter. Where there are safeguarding concerns, the School will discuss them with the LADO. Any necessary employment or disciplinary action will be taken promptly and without unnecessary delay.

If there is a substantiated allegation against a member of staff, the School will work with the LADO to determine whether any improvements should be made to the School's procedures or practice to help prevent similar events in the future. For all other outcomes, the Case Manager and, where involved, the LADO should also consider whether any lessons can be learned or improvements made.

32.7 SUPPLY STAFF, TRAINEE TEACHERS AND OTHER NON-EMPLOYEES

In some circumstances, the School may have to consider an allegation against an individual not directly employed by it, where its disciplinary procedures do not fully apply, for example a supply teacher, trainee teacher or contracted member of staff provided by an employment agency or business. In these circumstances, the School shares safeguarding responsibilities with the employment agency or business. The School remains responsible for gathering the

facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead any disciplinary action.

Any allegation that may meet the harm threshold will be dealt with properly. The School will not decide to cease to use anyone because of such an allegation 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 while the investigation is undertaken. Low-level concerns will be managed under section 32.1 and notified to the relevant employer.

Agencies should be fully involved and cooperate with any enquiries from the LADO, police and/or local authority Children's Social Care. The School will usually take the lead in handling the allegation because agencies do not have direct access to children or other School staff and will therefore not be able to gather the facts when an allegation is made or hold all the relevant information required by the LADO as part of the referral process.

Supply teachers, although not employed by the School, are under the supervision, direction and control of the governing body or proprietor while 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 matters 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, the School should inform the agency of its process for managing allegations and take account of the agency's policies and its duty to make referrals to the Disclosure and Barring Service as a personnel supplier. The agency's human resources manager or equivalent should be invited to relevant meetings and kept appropriately informed.

Where concerns or allegations relate to a trainee teacher placed within the School, the same procedures will apply. The relevant teacher-training provider will be expected to follow the same procedures as an employment agency.

32.8 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 be reported to the LADO in accordance with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with local authority Children's Social Care and the police. Abuse can be reported no matter how long ago it happened.

Allegations and concerns about pupils, including child-on-child abuse, harmful sexual behaviour, sexual violence and sexual harassment, are managed under sections 16–19. Those sections include immediate safeguarding action, risk and needs assessment, referral, support for all children involved, parental communication, disciplinary considerations and ongoing review.

33. SAFER RECRUITMENT

When recruiting staff, volunteers, contractors and staff of contractors, the School follows Part Three of KCSIE 2026, the Education (Independent School Standards) Regulations 2014 and current Trafford procedures. Checks are determined by the role and activity and include identity, references, qualifications, employment history, right to work, the appropriate DBS check and barred-list information, prohibition checks and section 128 checks, where applicable. All offers of appointment are conditional upon the satisfactory completion of the mandatory pre-employment checks.

The Congregation of Christian Brothers (School's proprietor) ensures that those involved in recruiting and employing people to work with children have received appropriate safer-recruitment training covering, as a minimum, Part Three of KCSIE.

A curriculum vitae is accepted only alongside a fully completed application form and is not sufficient on its own.

Recruitment materials identify the safeguarding responsibilities of the role, the extent to which it involves contact with children or regulated activity, the School's commitment to safeguarding and promoting children's welfare, and whether the post is exempt from the Rehabilitation of Offenders Act 1974. Where the role involves regulated activity, applicants are informed that it is an offence for a barred person to apply.

The recruitment information provided to applicants includes, or provides links to, the School's Child Protection and Safeguarding Policy and its written policy on the employment of ex-offenders.

At least two people will undertake the shortlisting exercise. They will scrutinise applications, identify inconsistencies or gaps in employment and explore any potential concerns. Only shortlisted candidates will be asked to complete a signed self-declaration concerning their criminal record and any information that may make them unsuitable to work with children, in accordance with applicable legislation and Ministry of Justice guidance.

The School considers carrying out an online search of shortlisted candidates as part of its due diligence. Shortlisted candidates are told that this may occur. Any relevant information is discussed with the candidate, evaluated fairly and recorded in accordance with data-protection and recruitment procedures.

St Ambrose Preparatory School recognises the importance of following recruitment and selection procedures when appointing employees and volunteers that help to deter, reject or

identify people who might abuse children or who are otherwise unsuitable to work with them. Recruitment procedures are carried out in accordance with KCSIE 2026.

To ensure safer recruitment, the procedures are designed to:

- scrutinise applicants and explore any inconsistencies or concerns;
- verify identity, with a birth certificate used where available as best practice;
- verify relevant academic, vocational and professional qualifications;
- obtain and verify appropriate references, normally before interview where possible, including a reference from the current or most recent relevant employer and, where applicable, the last employer for whom the applicant worked with children;
- reject open references, obtain references directly from the referee and resolve any discrepancies or concerns before confirming an appointment;
- check previous employment history and explore the reasons for any gaps or repeated changes in employment or location;
- verify the candidate's mental and physical fitness to carry out the responsibilities of the role, following a conditional offer and in accordance with the Equality Act 2010;
- incorporate a structured interview, normally conducted face to face, which explores the candidate's motivation for working with children, safeguarding understanding, professional boundaries and suitability for the role;
- obtain the level of DBS check and children's barred-list information required for the role and use the Department for Education's Check a teacher's record service for relevant teacher prohibition, restriction and qualification checks;
- for applicants who have lived or worked outside the United Kingdom, obtain the required DBS check and undertake any further checks considered appropriate so that relevant events outside the UK are considered, recording the evidence obtained and the rationale for the decision;
- verify the applicant's right to work in the UK;
- undertake a prohibition-order check for anyone appointed to carry out teaching work;

- undertake a section 128 check for anyone taking up a management position in the independent School, and for governors and members of the proprietor body, as required; and

- undertake the appropriate checks or obtain a self-declaration under the Childcare Disqualification Regulations where applicable.

The School maintains a compliant single central record and quality assures it routinely. Appropriate checks or written assurances for agency and third-party staff, contractors, volunteers, governors, members of the proprietor body and adults working with pupils off site must be evidenced before work begins. Identity will be checked on arrival where required.

'Teaching work' is defined in the Teachers' Disciplinary (England) Regulations 2012. The School will consider each appointment individually to determine whether the duties of the role constitute teaching work; the job title alone will not determine this.

These procedures apply to adults undertaking regulated activity in a paid or voluntary capacity and to any other role for which KCSIE requires checks.

From 1st September 2026, supervision no longer prevents a school volunteer from being in regulated activity where the statutory activity and frequency conditions are otherwise met. The School will identify existing volunteers who are newly brought within regulated activity and obtain an enhanced DBS certificate with children's barred-list information or, where permitted, a standalone barred-list check. New regulated activity must not begin until the required barred-list information has been received. Within EYFS provision, a volunteer must not begin work until the School has received the enhanced DBS certificate including children's barred-list information.

For volunteers who are not undertaking regulated activity, the School will complete and retain a written risk assessment to determine what checks, if any, are appropriate. A volunteer for whom no checks have been obtained must never be left unsupervised or permitted to undertake regulated activity.

Appropriate written assurances and identity checks will be obtained for staff employed by other organisations who work with pupils on or off the School site.

Anyone working or volunteering at the School, or working with the School's pupils at another venue, must inform the Headteacher immediately if their circumstances change in a way that may affect their suitability to work with children or create a transferable safeguarding risk,

including if they become disqualified from working in childcare, prohibited from teaching or barred from working with children.

Any staff member, volunteer or governor who becomes subject to a police investigation, arrest, charge, caution, conviction, court order or other circumstance that may affect their suitability to work with children must inform the Headteacher immediately. The Headteacher will discuss any potential safeguarding matter with the LADO, where appropriate, and agree any required action.

33.1 CHILDCARE DISQUALIFICATION

The School will comply with the Childcare Disqualification Regulations and the statutory guidance Disqualification under the Childcare Act 2006.

These arrangements apply to people who provide or are directly concerned in managing relevant childcare, including early years provision and childcare provided outside the normal school day for children who have not attained the age of eight.

The School will:

a) inform relevant staff and volunteers about the legislation and the information they are required to provide;

b) gather sufficient and accurate information, proportionately and only from those within the scope of the arrangements, to establish whether they are disqualified; and

c) keep a record of those working in or managing relevant childcare and the date on which the relevant information was obtained. This information may be recorded on the single central record or in a separate record.

If a person is found to be disqualified, they must not continue working in a role covered by the arrangements unless they have been granted an appropriate waiver by Ofsted. The School will inform the person of the implications of disqualification and may consider redeployment or adjustments to their duties, including while an application for a waiver is being determined.

A copy of the School's safer-recruitment procedures and checklist is available on request.

34. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

Written agreements with hirers and external providers will specify safeguarding responsibilities, reporting routes, safer-recruitment and allegation-management expectations. The School will seek appropriate safeguarding assurances and inspect policies and procedures as needed.

The School will have regard to Out-of-school settings: safeguarding guidance for providers, updated on 9th February 2026. Where activities are not directly managed by the School, the School will inspect or otherwise test safeguarding arrangements as needed and ensure that providers know how to report concerns and allegations to the School and relevant statutory agencies.

Hire and use agreements will record the School and provider contact routes, emergency procedures, allegation-management arrangements and the School's right to terminate use where safeguarding requirements are not met.

If the School receives an allegation relating to an incident that occurred while an organisation or individual was using the premises to provide activities for children, it will follow its safeguarding procedures, including informing the LADO.

Where the governing body or proprietor hires or rents out School facilities or premises to organisations or individuals, for example community groups, sports associations or service providers running community or extracurricular activities, it 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 School staff, the School's child-protection arrangements will apply. Where services or activities are provided separately by another body, this will not necessarily be the case.

The governing body or proprietor should therefore seek assurance that the provider has appropriate safeguarding and child-protection policies and procedures in place, including inspecting these as needed, and ensure that arrangements are in place for the provider to liaise with the School on safeguarding matters where appropriate. This applies regardless of whether the children attending the services or activities are pupils on the School's roll.

The governing body or proprietor should also ensure that safeguarding requirements are included in any transfer-of-control agreement, lease or hire agreement as a condition of the use and occupation of the premises. Failure to comply with these requirements will lead to termination of the agreement.

35. VISITING SPEAKERS

The School is aware of the potential risk to children from visiting speakers whose presentations may include inappropriate or extremist material, undermine fundamental

British values or promote partisan political views. The School will ensure that visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

The level of checking will be determined through a proportionate assessment of the likely risk and may include:

- obtaining details of the speaker, their organisation and the proposed content of the presentation before the visit;
- seeking assurance that the presentation will be age-appropriate and will not promote extremist or partisan political views or undermine fundamental British values;
- reviewing and agreeing presentation materials in advance, where appropriate;
- undertaking appropriate checks, including verification of the speaker's identity and connection with any organisation they represent;
- carrying out proportionate online checks where appropriate; and
- arranging appropriate supervision and ensuring that the supervising member of staff is prepared to intervene if the content departs from what has been agreed.

Where political issues are brought to the attention of pupils, the School will take reasonably practicable steps to ensure a balanced presentation of opposing views.

These procedures apply proportionately to formal presentations and informal classroom visits. They also apply where a speaker is invited by pupils. Any invitation made by a pupil must be approved by a member of the Senior Leadership Team.

The School will keep an appropriate record of the approval and checks undertaken.

36. PUBLICATION AND REVIEW

This policy is published on the School website. It will be provided to all staff at induction, together with Part One of KCSIE 2026 and information about the identity and role of the DSL and any deputies. All staff are expected to read and follow the policy.

The policy will be reviewed by the Governing Body at least annually and updated where necessary to reflect changes in legislation, statutory guidance, local safeguarding arrangements, emerging safeguarding issues and lessons learned.

Staff will be given opportunities to contribute to and shape the School's safeguarding arrangements and this policy.

The Congregation of Christian Brothers, as proprietor, and the Governing Body acting on its behalf, supported by the named Safeguarding Governor and the Headteacher/DSL, will ensure that the School's safeguarding policies and procedures are effective and implemented in practice. Any deficiencies or weaknesses identified in the School's safeguarding arrangements will be remedied without delay.

The statutory guidance and reference documents relevant to this policy are listed in Appendix 1. Current safeguarding contacts are set out in Appendix 2. The DSL reviews the electronic links and contact details at least termly and whenever notification of a change is received. Staff can access the policy, its appendices and supporting safeguarding documents electronically through the School's SharePoint.

APPENDICES AND OPERATIONAL DOCUMENTS

Current statutory and local safeguarding guidance is available electronically through the links in Appendices 1 and 2 and through the School's SharePoint. Safeguarding concerns about pupils are recorded on CPOMS. The controlled paper safeguarding concern form is used only when CPOMS is unavailable; a body map may be completed where relevant and uploaded to CPOMS.

Records relating to allegations and low-level concerns about adults are maintained confidentially and securely in accordance with section 32 of this policy and Part Four of KCSIE 2026. Child-protection file transfers and attendance notifications are completed in accordance with this policy and the current statutory guidance linked in Appendix 1. The DSL checks the electronic links and contact details at least termly and withdraws or replaces obsolete material.

APPENDIX 1- STATUTORY GUIDANCE AND REFERENCES

This policy should be read alongside the current versions of:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- EYFS statutory framework for group and school-based providers, effective from 1st September 2026;
- Trafford Children in Need Framework and thresholds
- Trafford Children's First Response
- Children's First Response online referral form
- Working Together to Improve School Attendance
- Children missing education: statutory guidance for local authorities and schools, updated September 2025;
- Prevent duty guidance: England and Wales (2023);
- Information sharing: advice for practitioners providing safeguarding services, updated May 2024;
- Working together to improve school attendance, updated July 2026;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1st September 2026;
- Out-of-school settings: safeguarding guidance for providers, updated February 2026;
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, updated March 2024;

- The Department for Education's Filtering and monitoring: core standard and Cyber security: core standard;
- The Education (Independent School Standards) Regulations 2014;
- The Equality Act 2010, UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025;
- The current ISI inspection framework and inspection handbook; and
- Current Trafford multi-agency safeguarding procedures and Trafford threshold guidance.

The current versions of these documents are available through the hyperlinks above.

APPENDIX 2 – SAFEGUARDING CONTACTS AND REFERRAL ROUTES

External contact details last verified: 3rd September 2026

This appendix forms part of the Child Protection and Safeguarding Policy. The DSL ensures that the contact details are checked at least termly and updated promptly whenever a change is notified.

If a child or any other person is in immediate danger, call the police on **999**.

The absence of the DSL or a deputy must not delay appropriate safeguarding action. Anyone may make a referral directly to Children's Services where necessary.

SCHOOL SAFEGUARDING CONTACTS

School telephone: 0161 903 9193

Headteacher and Designated Safeguarding Lead: Ms Sara Heron

Email: s.heron@stambroseprep.co.uk

Designated teacher for looked-after and previously looked-after children: Ms Sara Heron

Operation Encompass contact: Ms Sara Heron, Headteacher and DSL

Deputy DSL: Ms Sinead Aldridge Email: s.aldridge@stambroseprep.co.uk

Deputy DSL: Mrs Marie-Claire Cooke Email: mc.cooke@stambroseprep.co.uk

EYFS Deputy DSL: Mrs Claire Leach Email: c.leach@stambroseprep.co.uk

Governor with particular responsibility for safeguarding: Jonathan Webster Email: websterj@stmarys.lpool.sch.uk

Congregation of Christian Brothers (Proprietor): Roisin Maguire, Director of the English Schools Office, Email: director.ero@gmail.com

CONCERNS ABOUT ADULTS WORKING IN OR ON BEHALF OF THE SCHOOL

Concerns or allegations about a member of staff, supply teacher, contractor or volunteer must be reported immediately to:

Headteacher and case manager: Ms Sara Heron, Telephone: 0161 903 9193, Email: s.heron@stambroseprep.co.uk

A concern or allegation about the Headteacher must be reported directly, without informing the Headteacher first, to: **Congregation of Christian Brothers (Proprietor**): Roisin Maguire, Director of the English Schools Office, Email: director.ero@gmail.com

Where there is a conflict of interest, or it is not appropriate to report the matter internally, contact the **LOCAL AUTHORITY DESIGNATED OFFICER**

The LADO provides advice and oversight where a concern or allegation about a person who works or volunteers with children may meet the harm threshold.

Trafford Professional Allegations Flowchart

Telephone: 0161 912 5024

Email: LADO@trafford.gov.uk

Referral form: professional-allegation referral form.

Outside office hours, contact the Emergency Duty Team on **0161 912 2020**. In an emergency, call **999**.

IMMEDIATE OR URGENT SAFEGUARDING CONCERNS

Immediate danger or a crime in progress

Police: **999**

Non-emergency police assistance

Police: **101**

TRAFFORD CHILDREN'S FIRST RESPONSE

Office hours: Monday to Friday, 8.30am–4.30pm

Telephone: 0161 912 5125

Email: FirstResponse@trafford.gov.uk;

Online referral: Trafford Children's First Response referral form

For urgent concerns during office hours, telephone Children's First Response immediately. Following the discussion, complete the online referral form.

Outside office hours – Emergency Duty Team

Telephone: **0161 912 2020**

Immediate danger must be reported to the police on 999, and any suspected crime must be reported to the police without delay.

Where a child lives outside Trafford, the referral should ordinarily be made to the children's services department for the local authority in which the child lives. The appropriate authority can be identified through Report child abuse to a local council.

TRAFFORD STRATEGIC SAFEGUARDING PARTNERSHIP

This is a partnership information and advice contact. It is not the route for making an urgent safeguarding referral.

Telephone: 0161 911 8687

Email: TSSP@trafford.gov.uk

Website: Trafford Strategic Safeguarding Partnership

Local procedures: Trafford safeguarding policies and procedures

PREVENT AND RADICALISATION

Concerns about a pupil should be reported to the DSL or a deputy and considered under the School's safeguarding procedures. This must not delay contact with the police or statutory services where urgent action is required.

Emergency: 999

Police non-emergency number: 101

Trafford Prevent referral: Make a referral to the Prevent programme

Greater Manchester Police Prevent Team: 0161 856 6345

National police Prevent advice line: 0800 011 3764

Greater Manchester Police information and referral route: Greater Manchester Police Prevent

The Department for Education's counter-extremism service provides non-emergency advice about extremism relating to education settings. It is not a substitute for a safeguarding referral.

Telephone: 020 7340 7264, Monday to Friday, 11am–3pm

Email: counter.extremism@education.gov.uk

Online reporting: Report extremism in education

CHILDREN MISSING EDUCATION

The CME service should be contacted where a compulsory-school-age child is not registered at a school and is not receiving suitable education elsewhere.

Telephone: 0161 912 4810

Email: cme@trafford.gov.uk

Information and referral route: Trafford Children Missing Education

A CME notification does not replace a safeguarding referral. Where there is a concern about the child's safety or welfare, Children's First Response or the police must also be contacted as appropriate.

TRAFFORD VIRTUAL SCHOOL

For advice concerning the education of looked-after children, previously looked-after children, children with a social worker and children in kinship care:

Telephone: 0161 912 2039

Email: virtualschool@trafford.gov.uk

Information: Trafford Virtual School

The Virtual School is not a child protection referral service.

CHILD AND ADOLESCENT MENTAL HEALTH SERVICES

Trafford CAMHS

Telephone: **0161 549 6456**

Email: mft.traffordcamhs@nhs.net

Information and referral arrangements: Trafford CAMHS

For urgent mental health support, call **NHS 111** and select the mental health option. This service is available 24 hours a day for people of all ages, including children and young people.

Where there is an immediate risk to life, call **999** or attend the nearest accident and emergency department.

A CAMHS referral does not replace a safeguarding referral to Children's Services or the police.

DISCLOSURE AND BARRING SERVICE REFERRALS

DBS barring referrals are made by the School as a regulated activity provider where the statutory referral conditions are met. The duty to refer is not dependent upon a referral being made by the LADO or another agency.

Online referral and guidance: Making barring referrals to the DBS

DBS referral helpline: 03000 200 190

Email for assistance where the online service cannot be used: contactus@dbs.gov.uk

TEACHING REGULATION AGENCY

Where the School dismisses a teacher or ceases to use their services because of serious misconduct, or would have done so had the teacher not left, it must consider whether to make a separate referral to the Secretary of State through the Teaching Regulation Agency.

Online referral: Report serious teacher misconduct **Email:** TRA.Casework@education.gov.uk

INDEPENDENT SCHOOLS INSPECTORATE

These are ISI's general and inspection enquiry details. They are not a substitute for a safeguarding referral or for making a statutory notification to the legally prescribed body.

Telephone: 020 7600 0100, Monday to Friday, 9am–5pm

Email: info@isi.net **Website:** Independent Schools Inspectorate

CONFIDENTIAL - SAFEGUARDING CONCERN RECORD

Paper contingency form - use only when CPOMS is unavailable (page 1 of 3)

Report the concern immediately to the DSL or a deputy. Recording must not delay protective action. If a child is suffering or is likely to suffer harm, make an immediate referral to children's social care and, where appropriate, the police. If there is immediate danger or a crime in progress, call 999. Anyone can make a referral. Do not investigate, ask leading questions or promise confidentiality. If the concern relates to an adult working in or on behalf of the School, also follow the adult-concern procedure in the Safeguarding Policy.

Person completing this record:		**Role:**	
Date and time completed:		**Concern first reported to:**	
Role of person receiving concern:		**DSL/deputy informed - name, date and time:**	
Child's name:			
Date of birth:		**Year group:**	
Home address:			
Date and time of incident, observation or disclosure:		**Location / context:**	

Source of concern:	[ ] observed [ ] child disclosure [ ] third-party information [ ] other
Is the child in immediate danger or in need of urgent medical attention? State the immediate protective or medical action taken:	
Nature of the concern:	
Factual account of what happened, where and who was present. Distinguish clearly between what was seen or heard, what was reported and any professional judgement:	

CONFIDENTIAL - SAFEGUARDING CONCERN RECORD

Continuation (page 2 of 3)

Record promptly, factually and in sufficient detail. Use the child's exact words where possible and record their wishes and feelings. Do not add unsupported assumptions or diagnoses. Keep the record confidential and pass it securely to the DSL or a deputy.

Child's account, including exact words where possible, wishes and feelings, and any communication support used or needed:	
Additional factual observations, including presentation, behaviour or demeanour:	
Any visible injury or mark observed? Describe factually. Do not examine the child or ask them to remove clothing solely to complete this record:	
Body map completed?	[ ] Yes [ ] No [ ] Not applicable
Other children, adults or witnesses involved, and what is known about their involvement:	
Immediate actions taken, by whom, and at what time:	
Professional advice or external agency contact - service/person, date and time, advice or decision, referral reference and action agreed:	
Parent/carer communication - who made the decision, whether and when contact occurred, and the reason for the decision (including any statutory-agency advice):	
Further action proposed, responsible person and timescale:	

DSL / DEPUTY REVIEW, DECISION AND OUTCOME

Complete for every safeguarding concern recorded on this form (page 3 of 3)

All concerns, discussions and decisions, including the reasons for decisions, must be recorded. Response options may overlap and must be selected according to the child's circumstances. The completed record must be stored securely and transferred to the child's confidential CPOMS record as soon as access is restored.

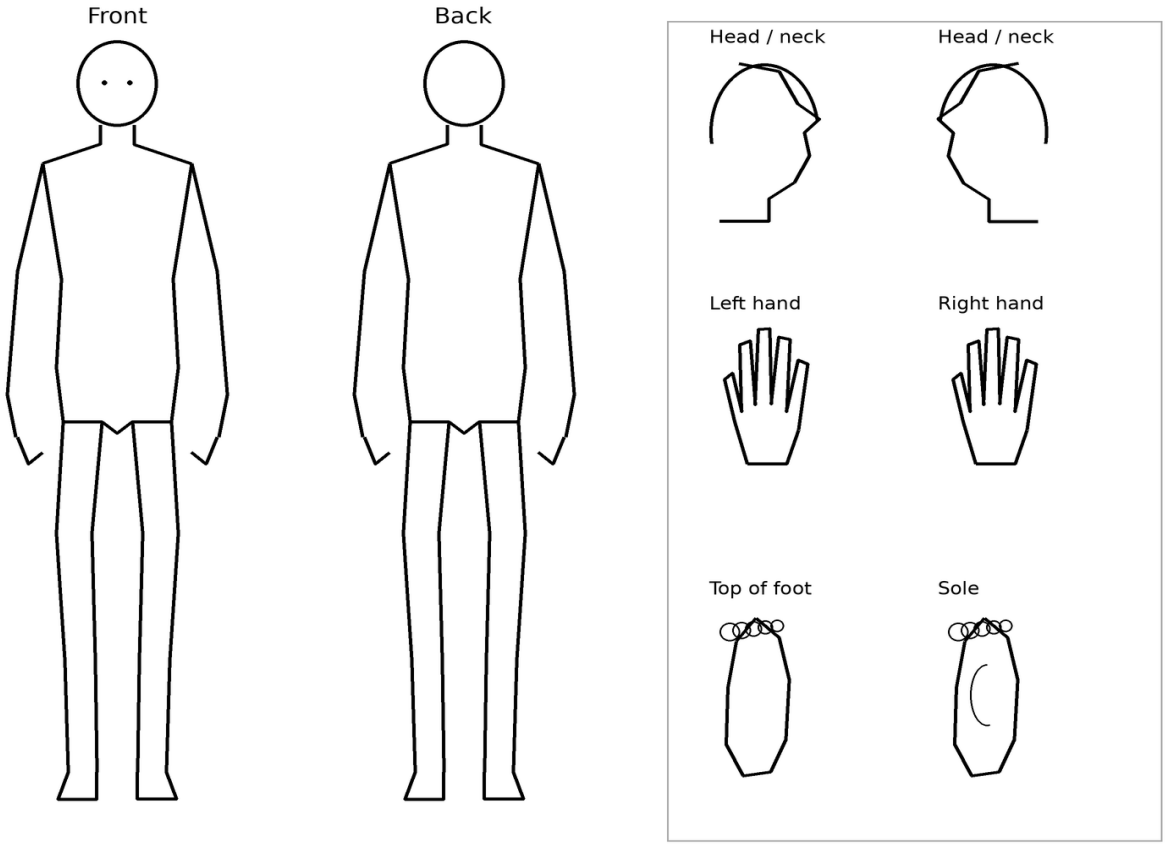
Clear and comprehensive summary of the concern:	
Initial safeguarding assessment, immediate risk and protective action:	
Response selected (tick all that apply):	[ ] manage internally [ ] universal services / community-based Early Help [ ] Family Help or children's social care [ ] police [ ] adult-concern procedure [ ] other
Decision reached and reasons for that decision:	
Referral, consultation or information sharing - service/person, date and time, information shared, lawful safeguarding purpose, reference and response:	
Follow-up, resolution and outcome, including whether further escalation or review is required:	
Action plan - action, responsible person and review date:	
Child and parent/carer informed of action or outcome, where appropriate - details and rationale:	
Feedback to the reporting staff member on a need-to-know basis:	
Transferred to CPOMS by / date and time / CPOMS reference. Paper original secured or disposed of in accordance with the School's records procedure:	

DSL/deputy name and role:		**Signature and date:**	

CONFIDENTIAL - BODY MAP

Supplementary to the safeguarding concern record

Complete only to record marks or injuries already visible or disclosed. Mark each location with a number and describe it factually below. Do not examine the child, ask them to remove clothing solely to complete this form, diagnose an injury, or take a photograph unless specifically authorised under School policy or statutory-agency advice. Use the child's exact words where possible and report the concern immediately.			
Child's name:		**Date of birth / year group / record reference:**	
Date and time observed:		**Completed by / role:**	



No.	Location	Factual description (size, shape, colour and condition)		Child's exact words / other relevant detail
Immediate action taken:			**DSL/deputy informed - name, date and time:**	