Chorlton High School

Child Protection & Safeguarding Policy

September 2026

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Document Control:		
Title	S017 Safeguarding Policy	
Date	1st September 2026	
Supersedes		
Amendments	• Developed from the Manchester City Council model policy document • Updated contact details and updates from KCSiE 2026 • Updated sections on Professional curiosity, Lived experience/voice of the child, Extra-familial harm/contextual safeguarding. Misinformation/disinformation. Kinship care. Stronger filtering, monitoring and AI wording.	
Related Policies/Guidance	• MSCB Policies and guidance (on MSCB website @ www.mscb.org.uk) • Keeping Children Safe in Education, Sept 2026 (KCSiE) • Working Together to Safeguard Children 2026 • Children Missing Education, DfE (2016) • Guidance of Safer Working Practice for Adults • Recruitment and Selection Policy • Looked After Children (LAC) Policy • SEND Policy • Educational Visits Policy	• SRE / PHSE Policy • Attendance Policy • Visiting Speakers Policy • School Behaviour Policy Physical Handling / Interventions policy • Health and Safety Policy • Community Use (Lettings) Policy • Digital Learning and E-Safety Policy • Staff Code of Conduct • Equality Policy • Anti Bullying Policy • Artificial Intelligence (AI) Policy
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Prospere Learning Trust is a Multi Academy Trust Registered in England and Wales number 10872612
Registered Office: Firbank Road, Manchester, M23 2YS

The Prospere Learning Trust has several Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operational of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school, academy or free school unless otherwise stated.
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy, or free school.

Important School Contacts:

The Headteacher who has the ultimate responsibility for safeguarding is Zoe Morris. In their absence, the authorised member of staff is Rachel Quinn, Designated Safeguarding Lead and Assistant Headteacher		
KEY SCHOOL STAFF and ROLES		
Name	Role	Location and/or Contact Phone Number
Rachel Quinn	Strategic Designated Safeguarding Lead	0161 882 1150
Daniel Macdonald	Safeguarding Officer	0161 882 1150
Diane Clavin	Safeguarding Officer	0161 882 1150
Mandy Roberts	Safeguarding Officer	0161 882 1150

NAMED GOVERNORS for Safeguarding and Prevent	Contact Phone Number/Email
Laura Day	

Summary of Urgent Procedures:

Our procedure if there is a concern about child welfare or safeguarding is:

If staff, volunteers or visitors have concerns about a child they will raise these with the school's Designated Safeguarding Leader (DSL). The DSL will decide whether to make a referral to children's social care; it is important to note that any staff member can refer their concerns to children's social care directly.

For reporting purpose at SCHOOL, the DSL refers to:

Rachel Quinn

- Any child protection disclosure must be is reported to the DSL / Safeguarding Team as soon as possible before the end of the school day.
- Staff must provide a written statement (pertaining to the disclosure) using the school's processes (CPOMS) – which is dated – on the same day.
- Staff must ensure that they do not get a child to provide a written statement if a child is disclosing an issue pertaining to child protection.

All staff must:

- Ensure that they know who the DSLs are in the school and know how to contact them/where they are located.
- Ensure that they respond to information requests from the Safeguarding Team on specific pupils.
- Use Arbor / CPOMS information to ensure they know who their classes are and who is being monitored by the Safeguarding Team.
- Inform the Safeguarding Team if they notice a change in a student (deterioration in behaviour, appearance, social interaction, attendance or punctuality).

Chorlton High School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

Details of concerns and incidents are recorded on the CPOMS system, so that a comprehensive record and chronology of concerns, incidents and actions is maintained by the school.

Where a child (or children) and family would benefit from coordinated support from more than one agency (e.g., education, health, housing, police) an Early Help Assessment (EHA) will be offered.

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral by calling 0161 234 5001. If the child / children's situation does not appear to be improving the staff member with concerns will press for re-consideration.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this directly to the police. Teachers will be supported by our Safeguarding Team to do this.

At all times at Chorlton High School staff will maintain an attitude that 'it could happen here' in line with KCSiE 2026 'What school and college staff should do if they have any concerns about a child.'

Chorlton High School staff will be clear that they should 'not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation

of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.' (KCSiE 2026)

Early help

- **North Hub**: 0161 234 1973
- **Central Hub**: 0161 234 1975
- **South Hub**: 0161 234 1977

- Social Care Advice and Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171

If staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime internally or externally, the school has appropriate whistleblowing procedures, which are suitably reflected in staff training and the Trust Whistleblowing Policy.

If a concern cannot be followed in this way, then staff or volunteers should speak directly to the DSL or a member of the school's Senior Leadership Team.

If there is an urgent concern about child welfare or safeguarding that cannot be dealt with through our usual systems then:

- If a child is at immediate risk of harm call the police on 999
- If parents/carers/public have any worries about a child's safety or welfare, they speak to a Contact Officer at the Manchester Contact Centre on **0161 234 5000**

Alternatively, contact the NSPCC on:
NSPCC Whistleblowing Helpline: 0800 028 0285. Email-help@nspcc.org.uke.

If staff have concerns about another staff member or volunteer, then this should be referred to the Headteacher.

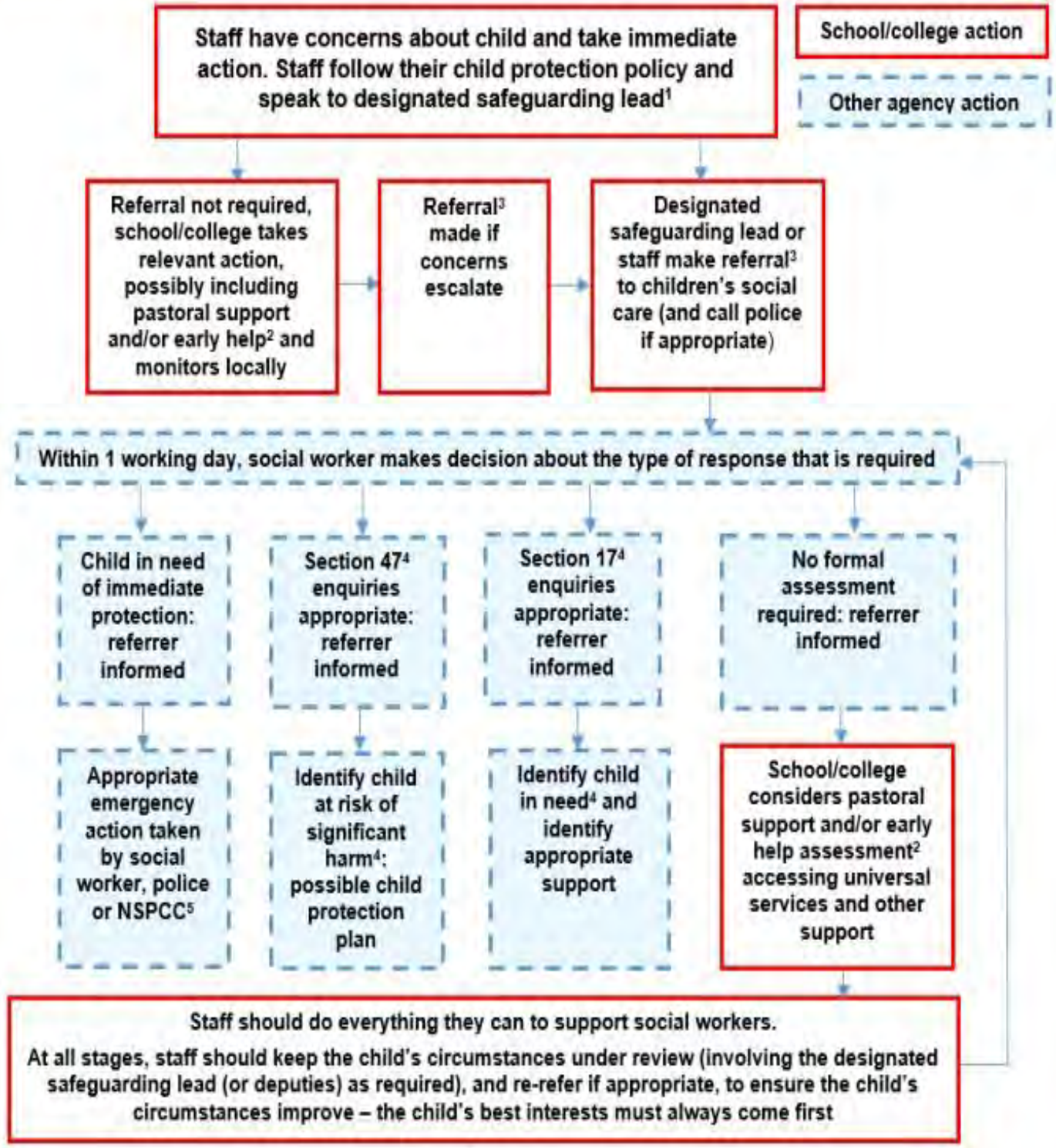
If there is an allegation that a member of staff has harmed a child, or that a child is a risk from a named member of staff or volunteer then speak immediately to the headteacher (or deputy). All concerns including low-level should be reported to the head teacher.

Where there are concerns about the Headteacher this should be referred to the chair of the Governors, Emily Jones can be contacted on ejones@aqa.org.uk

The Headteacher (or Chair of Governors where the allegation concerns the Headteacher) will consider the concern and, where appropriate, seek advice from and/or make a referral to the Local Authority Designated Officer (LADO).

LADO (Local Authority Designated Officer): 0161 234 1214

Actions where there are concerns about a child



THIS POLICY MUST BE READ IN CONJUNCTION WITH KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2026) PART ONE

1. Introduction

1.1. Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

1.2. This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers, visitors and contractors are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

1.3. At Chorlton High School our approach is child centred.

1.4. **Safeguarding Culture:** The Trust is committed to maintaining a strong safeguarding culture where safeguarding is everyone's responsibility. Leaders, governors, staff, volunteers and children contribute to an environment where concerns are identified early, shared appropriately and acted upon promptly. The school operates on the principle that 'it could happen here' and maintains a culture of vigilance, transparency, professional curiosity, respectful challenge and continuous improvement. The school actively promotes an inclusive, anti-discriminatory culture. Racism, faith-based prejudice and other discriminatory behaviour are recognised as safeguarding concerns and may constitute harm in their own right.

1.5. The welfare of children is at the centre of all decision-making. Staff are encouraged and expected to report concerns, challenge practice where necessary and act in the best interests of children at all times. The school promotes a culture where children feel safe, are listened to, know how to seek help and are confident that their concerns will be taken seriously and acted upon.

1.6. The school is committed to understanding the lived experience, wishes, feelings and views of children and ensuring these inform safeguarding decisions and interventions. Staff will seek to understand children's experiences, circumstances and presenting behaviours so that safeguarding responses are informed by the child's perspective and individual needs. The school recognises that children can experience abuse, exploitation and harm both within and beyond their families. Safeguarding responses will therefore consider the child's wider lived experience, relationships, peer groups, educational settings, online activity and community contexts.

1.7. 'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSiE)

1.8. All staff at Chorlton High School receive annual training which draws attention to the signs and symptoms of abuse. Training for all staff over the 2026-2027 school year highlights the priorities within KCSiE 2026 regarding Child-on-Child Abuse and includes where that may take place online, the risks of extra familial harm and particular vulnerabilities including SEND and communication difficulties and Part 5 'Child on Child Sexual Violence

and Sexual Harassment' and if there are particular risks / increasing issues for children at Chorlton High School in our locality.

1.9. See KCSiE Part 1, Part 5 and Annexes A and B for definitions and further information about:

- Abuse and Neglect - including physical, emotional and sexual abuse and neglect.
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting and sharing of nude and semi-nude images.
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Misinformation, disinformation and conspiracy theories.
- Risks associated with emerging technologies, including Artificial Intelligence (AI)
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 and Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation and Forced Marriage and Breast Ironing

1.10. The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

1.11. The Local Governing Body facilitates a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the

forefront and underpin all relevant aspects of process and policy development. All systems, processes and policies operate with the best interests of the pupils at heart.

1.12. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. The aims of this policy are in accordance with both our Mission Statement and our Equal Opportunities Policy, and it is an integral part of all of our activities and functions.

'Safeguarding and promoting the welfare of children is defined as'

- **Providing help and support to meet the needs of children as soon as problems emerge.**
- **Protecting children from maltreatment, whether that is within or outside the home, including online.**
- **Preventing the impairment of children's mental and physical health or development.**
- **Ensuring that children grow up in circumstance consistent with the provision of safe and effective care.**
- **Taking action to enable all children to have the best outcomes. (KCSiE 1.3)**

1.13. Chorlton High School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

1.14. The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and is embedded into its vision, culture and practices.

1.15. The school is a place where every child matters. Our policies, practices and procedures promote safeguarding and the emotional and physical well-being of children, young people and staff.

1.16. Tolerance, understanding and respect for others are core values of the school. We provide a wide range of learning opportunities to develop self-esteem, self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

1.17. The environment is welcoming and pleasant, and all pupils, staff and visitors are greeted appropriately.

1.18. The school/setting has pleasant and welcoming dining areas and encourages healthy eating.

1.19. Achievements and progress are regularly celebrated, and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.

1.20. Pupils feel valued and are open and confident in their relationships with staff and one another.

1.21. Chorlton High School's Safeguarding Team is comprised of the Senior Leadership Team, three full-time Safeguarding Officers, Pastoral Leaders. All members of the team act on safeguarding/child protection issues brought to them. Safeguarding policy is overseen by Rachel Quinn (DSL).

1.22. In the absence of the Safeguarding Officer or a Pastoral Leader, the most senior member of staff in school will assume responsibility for any child protection matters that arise.

The school has also identified other key members of staff, trained to deputise for the DSL, should they be off site.

1.23. The Safeguarding Team will co-ordinate action on child protection within the school. They will ensure that all staff, teaching and non-teaching (including supply staff) know who the DSLs are. They will ensure that all staff are aware of their individual responsibilities in relation to the safeguarding of children.

1.24. Under the Education Act 2002/2011, schools/settings/colleges have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working Together to Safeguard Children 2026' and 'KCSiE 2026' Our policy ensures that we comply with our Statutory Duties. (Appendices A and B)

1.25. Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix B), in addition to guidance issued by the Greater Manchester Combined Authority (GMCA), the Manchester Safeguarding Partnership (MSP) and Manchester City Council (MCC), especially Education, Children's Services and Community Safety

1.26. Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements. (Appendix E)

1.27. Our policy complements and supports other relevant school policies (Appendix D).

1.28. Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.

2. Roles and Responsibilities

Our Governing Body:

2.1. Our Governing Body have a strategic leadership responsibility for our school's safeguarding arrangements and will ensure that they comply with their duties under legislation. They will have regard to KCSiE 2026, ensuring policies, procedures and training in their schools/colleges are effective and comply with the law at all times.

2.2. Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

2.3. The Governing Body will ensure that:

- All members of the Governing Body have read the most recent publication of Keeping Children Safe in Education in its entirety.
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding. (KCSiE Part 2.79, 2.94-96)
- A named member is identified as the designated governor for Safeguarding.
- Governors facilitate a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at heart.

- Where there is a safeguarding concern, they and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Policies and procedures allow for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school has an effective Child Protection Policy which is understood by all staff and available on the school's website.
- The school has a Behaviour Policy which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- Child protection files are maintained as required.
- More than one emergency number is held on file for each pupil/student.
- The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the designated member of staff. A safeguarding Leadership Report is prepared for and shared with the Governing Body on a regular basis. The Designated Safeguarding Leader (DSL) will meet with the identified governor on a termly basis to review and scrutinise current provision. Lead Governor feedback is a standing item on every Governing Body agenda. There is appropriate training in place for all governors and additional training for the safeguarding governor.
- Our Safeguarding Policy and our staff Code of Conduct are reviewed at least annually, and staff are given opportunities to contribute to and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- We operate safer recruitment and selection practices in accordance with Part Three of KCSiE. This includes appropriate use of references and checks on new staff, volunteers and contractors including overseas checks where relevant. A senior staff member, who has completed safer recruitment training will lead each recruitment process alongside our HR Business Partner. All selection panels will have at least one member who has completed safer recruitment training. Pre-employment checks are completed prior to staff taking up a new post as in Working Together to Safeguard Children 2026 and recorded on our Central Record of Evidence by our School Operations Manager.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers, volunteers and contractors and these are in line with KCSiE and Local Authority procedures. We will work with the LADO and other relevant agencies to support any investigations.
- All staff and volunteers who have regular contact with children and young people and contractors who are in contact with children and young people receive appropriate training and information about the safeguarding processes. Processes, procedures and policies are shared with staff at the start of the school year as are changes and updates throughout the year. All staff must complete the appropriate safeguarding Training module on our Educare System. All new staff employed throughout the year complete a detailed induction within the first week of taking up their post. Records of training are maintained by the DSL.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Under the direction of the Headteacher the DSL reviews and updates all

policies and procedures at the start of the school year considering any new guidance from the DfE, Local Authority and Manchester Safeguarding Partnership (MSP)

- Our governors regularly review the effectiveness of digital safeguarding arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.
- The Governing Body will receive regular assurance reports regarding filtering and monitoring systems, online safety incidents, cyber security arrangements and emerging digital safeguarding risks. Governors will satisfy themselves that filtering and monitoring standards are effective and that safeguarding and technical leads understand and fulfil their respective responsibilities for online safety.

Our Headteacher

2.4. Our Headteacher will ensure that the policies and procedures, adopted by the governing body or proprietor particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

2.5. Our headteacher is fully aware of our role in multi-agency safeguarding arrangements, of Manchester Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, identifying and responding to their needs.

2.6. 'Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.' (KCSiE 2.112)

2.7. 'All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSiE, 2.113)

2.8. Our Headteacher is fully aware of statutory guidance in KCSiE and will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers, volunteers, visitors and contractors understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies and procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA, as requested.
- We share the Safeguarding Self Evaluation and Action Plan with governors at least annually.
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance.
- A senior member of staff, known as the Designated Safeguarding Lead (DSL), is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision

and support as well as sufficient time and resources to enable them to discharge their responsibilities.

- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations clear on our website.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' information.
- Child friendly information on how to raise a concern/make a disclosure has been developed through consultation with safeguarding partners, pupils and parents and is accessible to all children. Pupil voice is promoted through all lessons, through our pastoral curriculum and through our student council and representative bodies. Displays around the school identify clearly who pupils can talk to. Staff are highly trained in the identification of signs and symptoms of abuse and know who to seek support from if needed.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns The DSL and Safeguarding Team work in close partnership with local Safeguarding Partners and will escalate any concerns where considered necessary. This will include direct referral to the strategic lead for safeguarding in Manchester. The DSL provision is available out of hours and during holidays using the wider Safeguarding Team, email contact and the use of designated mobile phones.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice regarding the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. All adults entering the school are made aware of the Safeguarding Team members and the expectations and procedures regarding child protection at Chorlton High School through displays and detailed handouts which are shared on arrival in school. Clear guidance regarding the procedure for whistleblowing is available on the website and can be found throughout the school.
- We have systems in place to ensure that any staff who are carrying out both regulated activities and other roles commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. Our School Operations Manager alongside the Central HR team is responsible for liaising with such agencies, ensuring appropriate checks are in place and recording appropriate details on our Central Record of Evidence.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff. All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times with the exception of visiting professionals with current DBS who are allowed to have unsupervised visits to pupils in school to carry out their health / social work responsibilities. All staff must ensure that they implement the school's Visiting Speakers Policy when arranging for external visitors to come into school to work with / speak to children.

- There are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required. Chorlton High School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

OUR DESIGNATED SAFEGUARDING LEAD (DSL)

2.9. The DSL is a senior member of staff from the Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. They take lead responsibility for safeguarding and child protection, including digital safeguarding and understanding the filtering and monitoring systems and processes in place. Some activities may be delegated as appropriate to a Deputy Designated Safeguarding Lead (DDSL), but the DSL takes the ultimate lead for child protection. (DDSLs are trained to the same standard as the DSL).

2.10. The DSL provision will always be available during school hours and provide out of hours or out of term time cover arrangements as agreed with senior leadership.

2.11. The DSL, together with team, as applicable, will:

- Promote a culture of professional curiosity and respectful challenge across the school.
- Manage referrals:
  - of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
  - to the Channel program where there is a radicalization concern as required and support staff who make referrals to the Channel program
  - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
  - where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
  - The DSL will ensure that requests for safeguarding information from relevant safeguarding partners are responded to promptly and that information held by the school which may assist another agency in safeguarding or promoting the welfare of a child is shared in accordance with the statutory Information Sharing Duty.
- Work with others.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2026.

- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Share information and manage the child protection file.
    - Files will be kept up to date, confidential and stored securely on CPOMS.
    - Files will only be accessed by those who need to see them and if content needs to be shared, we will follow the appropriate information sharing advice.
    - Files will be transferred to a new school or college as soon as possible and within the first five days of the start of a new term.
    - For in-year transfers, files will be shared with new school within 5 days.
    - Confirmation of receipt from the new school should be obtained.
    - Where we receive files for a new starter, key staff will be made aware as required.
    - Where appropriate, files may be shared with a new school or college in advance of the child leaving to enable the right safeguarding support to be put in place.
- Raise awareness.

- Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- Undertake training, increase knowledge and skills.
  - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
  - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
  - Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children.
  - Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
  - Are alert to the specific needs of children in need, those with special educational needs and disabilities (send), those with relevant health conditions and young carers.
  - Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organizations and practitioners
  - Understand and support the school or college with regards to the requirements of the prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization.
  - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with send to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses, and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning Safeguarding, e.g. through DSL Networks, Safeguarding Newsletters and Circular Letters

- Provide support for staff.
  - Ensure that staff are supported during the referrals processes, and
  - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the views of children.
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
  - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Hold and share information.
  - understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
  - be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- In addition, to be able to respond to the specific needs of children in Manchester, the DSL will:
  - Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice.

- Specify the roles and responsibilities of Safeguarding Team members as applicable, including staff with other key related roles including SENCO, Attendance Lead, Designated Person for Looked After Children, Mental Health Lead
- Activate the escalation process where plans, partners or processes are not improving the situation or outcome for a child.

ALL SCHOOL STAFF

2.12. All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

2.13. All staff will:

- Recognise prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, as harm in its own right and respond to concerns in line with safeguarding procedures.
- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Read Part One/Annex A/Annex B of KCSiE 2026 as directed by senior leaders and appropriate to individual roles.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding concerns and key LA approaches, including Early Help and ensuring that the voices of children are listened to and taken account of.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy
- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue.
- Be approachable to children and respond appropriately to any disclosures.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Be professionally curious and actively build trusted relationships which facilitate communication.
- All staff are expected to demonstrate professional curiosity. This means exploring and understanding what is happening within a child's life rather than accepting information at face value. Staff should respectfully question, check, verify and triangulate information where there are concerns regarding a child's welfare or safety. Professional curiosity should be exercised alongside respectful challenge and a willingness to escalate concerns where a child's circumstances do not appear to be improving
- Never promise a child that they will not tell anyone about shared information, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Attend multi-agency meetings as required, if appropriate to their role

- Be aware of the local early help processes and understand their role in them.
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individual and groups of children as required, if appropriate to their role
- Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.
- Staff should understand that concerns about data protection, confidentiality or parental consent must not prevent the timely sharing of information where doing so may support the safeguarding or welfare of a child.

3. Training and Raising Awareness

3.1. In accordance with KCSiE 2026, all new staff and regular volunteers will receive appropriate safeguarding information during induction (including digital safeguarding and their responsibilities in relation to filtering and monitoring) and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy. Annual training will be delivered in line with school guidelines at the start of each school year with regular updates [staff briefings where appropriate in line with MSP guidance and regular email refreshers throughout the year]. In addition, all staff in school have an Educare log in and are allocated safeguarding modules to complete as per the QA calendar throughout the school year. This training is regularly reviewed and updated. New staff who join in year will receive a thorough safeguarding induction. This training will be regularly updated.

3.2. All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. Staff need to log onto the school's policy management system 'Every' open the statutory guidance, read the guidance and confirm they have read and understand the guidance.

3.3. All staff will receive child protection training every 2 years and at least an annual update which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalization, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes. Training is always needs based and impact is measured via follow up surveys.

3.4. All staff members will receive training and updates around digital safeguarding and their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children effectively. These will be delivered in whole staff briefings and supported by a range of resources. The DSL maintains a record of training completed by staff.

3.5. All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, So-called Honor Based Violence, Domestic Abuse, Child Sexual Exploitation, Peer on Peer abuse, Serious Youth Violence, Trafficking and Preventing Violent Extremism.

3.6. To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.

3.7. All interview panels will include at least one member that has completed full Safer Recruitment training, within the last 3 years or Safer Recruitment Refresher training if the former has already been undertaken.

3.8. All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training program.

3.9. Annual safeguarding training will include statutory Information Sharing Duty, lawful information sharing, professional judgement, information requests from safeguarding partners and the relationship between information sharing and data protection legislation.

4. Safeguarding/Child Protection Procedures

Pupil Voice

4.1. The school recognises that the voice, wishes, feelings and lived experience of children are central to effective safeguarding practice.

4.2. Children are encouraged to contribute to the development of policies and share their views. Wherever possible, pupils at Chorlton High School have been encouraged to contribute to the development of policies and share their views. Detailed consultation takes place in lessons and through the pastoral curriculum with pupils about policies relating to their wellbeing such as the Anti Bullying Policy. Pupils are also encouraged to engage effectively with our Student Council and wide range of leadership opportunities that exist to ensure that their voice and that of their peers are effectively heard.

4.3. We support the LA in its progress towards UNICEF Child Friendly City status and participate in the UNICEF Rights Respecting School program and are accredited at Bronze/Silver/Gold Level/are working towards accreditation.

Poor Attendance/Absent Children

4.4. We adopt MCC's updated Attendance Policy, Attendance Strategy and working together to safeguard attendance is statutory guidance and reflect these in our own policies. We attend targeted support meetings related to attendance when required. We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed in partnership with the appropriate agencies; we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

4.5. Attendance, absence, persistent absence, severe absence, and patterns of punctuality will be considered within the school's safeguarding arrangements. The school recognises that unexplained absence, persistent absence, severe absence and poor punctuality may be indicators of abuse, neglect, exploitation, mental health concerns, extra-familial harm or other unmet need. Concerns relating to attendance will be considered alongside all other

safeguarding information and responded to through appropriate early help, safeguarding and multi-agency intervention.

4.6. Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.7. We implement the statutory and LA requirements in terms of monitoring and will report children appropriately to the CME Team

4.8. We will follow the Emotionally Barriers to School Attendance guidance (MCC, updated version Jan 2026) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

4.9. We will alert the relevant team or authority if a new child who has been expected to attend, does not arrive on the due date. (This is in response to learning from local serious case reviews.)

Alternative Provision (AP)

4.10. We will only place children in an alternative provision which is a registered provider and has been quality assured e.g., is on the MCC approved provider list or has been judged by Ofsted to be Good or better.

4.11. Children who require access to an AP will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations (secondary schools only). Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

Exclusions

4.12. We comply with statutory regulations and with the LA Inclusion Policy (Appendix C).

4.13. The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, CiN or CP, the EH Practitioner or Social Worker will be informed.

4.14. We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix B) to assist in decision making around exclusion and other responses to carrying or using weapons in school.

4.15. Where it is felt that a child or young person is likely to be permanently excluded, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

Vulnerable Groups

4.16. We ensure that all key staff work together to safeguard vulnerable children. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. The Safeguarding Team will meet weekly, appropriate notes will be taken and uploaded into CPOMS against pupil records. Outcomes from the safeguarding meeting are shared with senior staff and other professionals where appropriate. The school Attendance Team meet weekly with Pastoral

Staff to monitor pupil absences and target interventions for support where required. CPOMS is used to record all safeguarding information and to monitor vulnerable pupils. Chorlton High School staff use Arbor (Management Information System) to record any behavior incidents and information from this is used to identify cases where changes in behavior could reflect a Child Protection concern.

4.17. Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific needs.
- Is living in a kinship care arrangement.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

4.18. Additionally, these children will also be considered.

- International new arrival, refugee or asylum seeker
- Looked after, previously looked after or under a special guardianship order.
- Children in Kinship Care - The school recognises that children living in kinship care arrangements may experience additional vulnerabilities and barriers to educational achievement, attendance, wellbeing and engagement. The school will work proactively with kinship carers, social workers, the Virtual School and other relevant professionals, where appropriate, to promote positive educational outcomes, inclusion, attendance, safeguarding and emotional wellbeing. Staff will be aware that children in kinship care may require additional support and advocacy to ensure that their needs are identified and met effectively.
- Has or has had a social worker.
- LGBT children
- Has the potential for adultification.

4.19. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

4.20. 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. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

4.21. The school recognises that safeguarding incidents may occur outside the home and beyond family relationships. Extra-familial harm may occur in peer groups, educational settings, public spaces, online environments and within the community. Responses will therefore take account of contextual safeguarding and the wider environments in which children live.

4.22. We ensure that staff consider the context in which incidents occur and whether wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

4.23. We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after. We work with relevant social workers and the Virtual School.

4.24. Where children have or have had a social worker, we will work alongside the social worker to ensure there is an education focus in the plan for the child.

Child On Child Abuse (KCSiE, Part 5)

4.25. All our staff recognize that children are capable of abusing their peers, including online.

4.26. Our separate Child on Child Abuse Policy (Appendix C) clearly outlines our procedures and approach to this issue which are summarized below:

- The procedures to minimize the risk of child-on-child abuse.
- The systems in place to ensure that children understand that the law is there to protect them not to criminalize them and for children to confidently report abuse, knowing their concerns will be taken seriously.
- How allegations of child-on-child abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
- Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not be reported.
- Our clear zero-tolerance approach to abuse, never passing it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.
- Recognition that it is more likely girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

- Recognition of the different forms child on child abuse can take.
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE.

Domestic Abuse

4.27. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

4.28. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

4.29. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

4.30. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Multi Agency Safeguarding Hub (MASH) will be contacted as soon as possible.

4.31. Chorlton High School are signed up to 'Encompass' a strategy where the police inform the school safeguarding team when an incident of domestic abuse has been attended by the police.

Forced Marriage

4.32. Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

4.33. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

4.34. If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

Female Genital Mutilation

4.35. Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

4.36. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. From 2015 teachers have a mandatory duty to report any 'known' cases of FGM. Any concerns regarding students who are at risk or suspected cases of FGM should be referred to the safeguarding team.

4.37. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this directly to the police. Teachers will be supported by our Safeguarding Team to do this.

Preventing Radicalistion and Violent Extremism

4.38. Chorlton High School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech, or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Chorlton High School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Extremist Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

4.39. The Counterterrorism and Security Act, which came into force on 1 July 2015, requires schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent duty'. Chorlton High School is clear that exploitation and radicalization will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

4.40. Indicators of vulnerability to radicalisation can be:

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

Private Fostering

4.41. Some parents choose to make a private arrangement for the care of their child (under 16 or under 18 if child is disabled) to be cared for by someone other than a close relative or guardian for more than 28 days. Chorlton High School has a duty of care to ensure that the Local Authority is informed of this agreement in this case.

Elective Home Education

4.42. We understand the variety of reasons why some parents/carers wish to home educate their child/ren and support this where the child's best education is at the heart of the decision.

4.43. We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs.

4.44. If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made.

4.45. We will inform Manchester LA of all deletions from the admission register when a child is taken off role and we understand that a child should be removed from roll as soon as the parent has informed us of their decision.

4.46. We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education

4.47. **We support the Manchester in Year Fair Access Process and ensure that where Elective Home Education is deemed unsuitable that students are swiftly admitted back into school.**

Community Safety

4.48. **Serious violence:** We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with, serious violent crime.

4.49. We update our awareness based on new information regarding trends, modes of operation and language/slang when provided by partner agencies.

4.50. **Child abduction and community safety incidents:** We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. The Chorlton High School RESPECT and Pastoral Curriculum provides all pupils with the tools to keep themselves safe and is supported by additional thematic days Extended Learning Experience (ELE) days which reflect National and Regional priorities.

4.51. Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime Protocol) in which we take a holistic and measured approach on a case-by-case basis to such incidents in and out of school. (See Appendix B)

5. Case Management, Record Keeping and Multi-Agency Working

Keeping Records

5.1. At Chorlton High School we use CPOMS to record all Child Protection and Safeguarding matters. This includes reports, minutes of meetings and actions arising out of these. The DSL is the administrator for CPOMS. Any paper records are held in a locked cabinet in the Safeguarding Office.

5.2. We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant

event in a child's life and up to date contact details for adults who have day to day care of the child.

5.3. We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.

5.4. We keep our safeguarding records secure.

5.5. We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy (See Appendix E) and statutory and LA Guidance (See Appendices A, B and D).

Recording and Reporting Concerns

5.6. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the DSL or the person who acts in their absence.
- Agree with this person what action should be taken, by whom and when it will be reviewed.
- Record the concern using our safeguarding recording system.

Working with Parents/Carers

5.7. Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.

5.8. In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised.

5.9. We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.

5.10. We will inform, and gain consent from parents/carers if possible, if a referral is to be made to Children's Social Care or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse. We will record the reasons if consent is not gained.

5.11. In such cases the DSL or Headteacher will seek advice from Children's Social Care Advice and Guidance Service (AGS).

Multi-Agency Working

5.12. We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

5.13. We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.

5.14. We will notify the named Social Worker if:

- A child subject to a child protection plan is at risk of permanent exclusion.
- There is an unexplained absence of a child who is subject to a child protection plan.
- It has been agreed as part of any child protection plan or core group plan.
- We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances.

5.15. We will regularly review concerns, if necessary, as detailed in KCSiE and will follow LA and MSP procedures if there is a need to re-refer or to escalate.

Confidentiality and Information Sharing

5.16. Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside their professional role.

5.17. Information about children will only be shared with other members of staff on a need-to-know basis.

5.18. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine.

5.19. We have arrangements in place that clearly set out the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.

5.20. We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (KCSiE Part 2)

5.21. The school will act in accordance with the statutory Information Sharing Duty introduced by the Children's Wellbeing and Schools Act and associated DfE statutory guidance (September 2026). Where information may assist another safeguarding partner, relevant agency or practitioner to safeguard or promote the welfare of a child, or assess risk, need or support, the school will ensure information is shared appropriately, proportionately and without unnecessary delay. Staff should not allow misconceptions about data protection, consent or confidentiality to prevent the lawful sharing of information where this is necessary to safeguard or promote the welfare of a child.

Child Protection (CP), Child In Need (CiN) and Team Around the Child/Family Meetings and Conferences

5.22. A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.

5.23. We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. In line with the Data Protection Act 2018 **the DSL alongside the Safeguarding Leader monitors all pupils who are subject to Child Protection Plans and will ensure that the school submits reports and attends conferences. During holiday periods if attendance is not possible a report will be submitted ahead of the meeting.**

5.24. Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.

5.25. Our reports will always include the voice of the child, which is especially important where there may be barriers to communication. The school will ensure that the lived experience, wishes, feelings and views of the child are central to all safeguarding decisions. Staff will be professionally curious and seek to understand the experiences, presenting behaviours and circumstances of children so that interventions are informed by the child's lived experience rather than solely by adult perspectives.

5.26. We will aim to discuss and share reports with the parents/carers before the conference.

5.27. All relevant staff will be confident in using the tools which are part of Social Care's refreshed approach.

Concerns/Disclosures by Children, Staff and Volunteers

5.28. Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

5.29. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

5.30. We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

5.31. We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

Learning From Serious Cases

5.32. MSP will always undertake a child practice review (CPR) previously called a serious case review (SCR) when a child dies (including death by suicide), and abuse or neglect is known or suspected to be a factor in their death. The purpose of the CPR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

5.33. If required, we will provide an individual management report for a CPR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

5.34. Our DSL will keep up to date with the findings from CPR and other learning reviews nationally and in Manchester, share the learning and review our safeguarding procedures if relevant.

6. The Curriculum

6.1. We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

6.2. All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.3. This enables them to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and make informed choices in later life.

6.4. Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. Published revised guidance on Relationships, Sex, and Health Education is due this summer 2026. If published, this document will signpost to this guidance in September 2026

6.5. We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual

Exploitation, Peer on Peer/Child on Child Abuse, Radicalization, 'Honor-based' Abuse, including Forced Marriage, Female Genital Mutilation and breast ironing, Modern Slavery and County Lines.

6.6. All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Displays for children are prominent around school with up-to-date photographs of the safeguarding staff.

6.7. Children are encouraged to contribute to the development of policies. Pupil questionnaires are used to capture pupil voice and highlight areas for focus in school policy and practice. Feedback is regularly taken from Student Council and other leadership groups across the school.

6.8. Children are taught about safeguarding including online safety and for some children, this will take a more personalized or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children.

6.9. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

6.10. We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence or harassment.

7. Digital Safeguarding

7.1. Digital safety is a safeguarding issue, and we understand that children must be safeguarded from potentially harmful and inappropriate online material. Our whole school approach empowers us to protect and educate pupils/students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. The purpose of Internet use in our school/setting is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.

7.2. The checklist to ensure compliance with Filtering and Monitoring standards is included as Appendix B. This includes a link to the plan technology, which can be used to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

7.3. We consider the 4C (Content, Contact, Conduct, Commerce) areas of risk to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures.

7.4. The school recognises that misinformation, disinformation and conspiracy theories can present safeguarding risks to children and young people. Staff will remain alert to concerns that exposure to harmful online content may influence wellbeing, attitudes, behaviors, safeguarding vulnerability or susceptibility to exploitation, radicalisation or other forms of harm. Pupils will be supported through the curriculum to develop critical thinking skills and to evaluate the reliability and credibility of information encountered online.

7.5. The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.6. Our policy on the use of children's personal mobile phones and smart technology is clearly outlined in our Digital Learning and E-Safety Policy but in summary, we do not permit pupils to use mobile phones /devices during the school day. They should be switched off and must remain in their schoolbag at all times when on the premises. If a mobile phone is seen by a member of staff, then it may be confiscated and may need to be collected at the end of school.

7.7. We will ensure that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The IT team maintains a trust wide series of filters and Firewalls which prevent pupils being exposed to any inappropriate materials. Updates on these are provided to the DSL termly.

7.8. We ensure our monitoring system responds quickly to incidents, and they are escalated to those with a safeguarding responsibility.

7.9. We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness. The school recognises emerging safeguarding risks associated with generative artificial intelligence (AI), including misinformation, harmful content generation, exploitation, harassment, online abuse, impersonation, deepfake technology and the creation or manipulation of inappropriate images. Staff will remain vigilant to these risks and respond in accordance with safeguarding procedures. The school will have regard to DfE guidance regarding the safe and responsible use of AI in education.

7.10. The Designated Safeguarding Lead, senior leaders and those responsible for filtering and monitoring will work together to assess emerging technological risks and ensure that safeguarding arrangements remain effective and responsive.

7.11. We will encourage children to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information. We will keep abreast of new developments that may potentially harm our children.

7.12. We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.

7.13. We will complete online safety audits as appropriate to our needs and know where to access recommended models.

7.14. We work with parents to promote good practice in keeping children safe online, including to support their children learning at home. We offer E Safety workshops for all parents. There are links on the school website for parents to support with E Safety.

7.15. We ensure that all staff adhere to safe and responsible online behaviors when providing home learning and communicating with families.

7.16. All staff are familiar with the Code of Conduct and Digital Learning and E Safety Policy. All staff are made aware at the start of the year of the Staff Code of Conduct and the Guidance for Safer Working Practice which gives specific and detailed advice about safe and responsible staff behaviors. Staff are aware of the requirement to report any safeguarding concerns relating to technology in line with whole school procedures as outlined in this policy.

7.17. As technology, and the risks and harms associated with it, evolve and change rapidly, we will carry out an annual review of our approach to online safety supported by an annual risk assessment that considers and reflects the risks our children face. (KCSiE)

7.18. Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. (KCSIE Part 2 2026)

8. Safer Recruitment and Selection of Staff

8.1. Our recruitment and selection policies and processes adhere to the DfE guidance, KCSiE and the LA model policy for Safer Recruitment (Appendices A and D)

8.2. Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or volunteering opportunities at our school. These measures are outlined below and expanded in our Safer Recruitment Policy.

8.3. All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the people who conducts an interview has completed safer recruitment training.

8.4. Our job adverts will include safeguarding requirements and the school's commitment to safeguarding and promoting the welfare of children.

8.5. Our job adverts will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. (KCSiE)

8.6. We understand the process around filtering offences.

8.7. Our application pack will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.

8.8. We do not accept CVs in place of an application form.

8.9. Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make it unsuitable for them to work with children.

8.10. Applicants must sign a declaration confirming information given is true.

8.11. References are obtained by the school before interview and open references are not acceptable.

8.12. Our selection techniques are pre-arranged, and questions structured to understand suitability, skills and motivation for the role.

8.13. We will investigate at interview if any concerns have come to light about the candidate through self-declaration or online checks.

8.14. We involve pupils/students in the process in a meaningful way where appropriate.

8.15. All information in the decision-making process is recorded along with the decisions made.

8.16. Correct pre-employment checks are carried out and appropriately stored on the single central record.

8.17. We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions, disqualifications or restrictions related to the candidate.

8.18. We understand the check which needs to be made for individuals who have lived or worked outside the UK.

8.19. We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers.

8.20. We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos.

8.21. The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks as appropriate.

8.22. When our school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings (KCSIE, Part 2, 169).

8.23. If we receive an allegation related to an incident that happened when an individual or organisation was using our premises for the purpose of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if relevant (KCSIE Part 4)

8.24. The school maintains a single central record of all recruitment checks, updated and monitored at least termly, by senior leadership and governor.

8.25. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

8.26. Written notification will be requested from any agency or third-party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.27. We will not routinely keep copies of DBS certificates, either electronically or in paper files but if we have good reason to do so, these will not be kept for longer than six months.

8.28. Risk assessments are carried out on all volunteer activities as required.

9. Managing Allegations and Concerns Against Staff, Supply Staff, Volunteers and Contractors

9.1. We follow the DfE guidance KCSiE, Section 4, when dealing with allegations made against staff, supply staff, volunteers and contractors applying the appropriate level of concern criteria and managing accordingly.

9.2. We work closely with the police, children's social care and MCC LADO when a risk of harm is indicated.

9.3. The welfare of the child/ren is paramount when considering an allegation and before contacting the LADO we make careful enquiries to help determine facts and foundation to the allegation, aware of not jeopardizing any future police investigation.

9.4. We consider allegations that may meet the harms threshold and those allegations/concerns that do not, referred to as 'low level concerns. These are outlined in our Low-Level Concerns Policy.

9.5. The harms threshold indicates that a person would pose a risk of harm if they have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school, known as transferable risk)

9.6. Our Managing Allegations Policy details the processes and responses to reporting harm threshold cases and also managing their conclusions.

9.7. Concerns that do not meet the harm threshold may include:

- Suspicions or nagging doubts about a member of staff.
- Complaints
- Disclosures made by child, parent/carer or another adult within or outside of school.
- Inappropriate conduct outside of work
- Those raised during recruitment and vetting processes.

9.8. Our open and transparent culture enables us to identify concerning, problematic or inappropriate behavior early thus minimizing the risk of abuse.

9.9. Although low level concerns may not meet the harm threshold, they are not insignificant.

9.10. All low-level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 430-436)

9.11. Our Low-Level Concerns Policy details the processes and conclusion of low-level concerns and guidance about including information in references.

9.12. All allegations made against a member of staff, including supply staff, volunteers, contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.13. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. **Prominent displays around school as well as the Whistleblowing Policy state clearly how staff can report any concerns to the Chair of Governors or directly to the NSPCC if appropriate.**

9.14. Historic allegations will be referred to the police.

10. Safety On and Off Site

10.1. Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2. We have good up to date knowledge of our local area and any safeguarding risks to the wider community.

10.3. All visitors, including visiting speakers, are subject to our safeguarding protocols while on site. We will undertake an assessment of the education value, age appropriateness and content of the visitor's itinerary.

10.4. Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check.

10.5. We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and setting out our safeguarding requirements in any contacts between school and the contractor's organisation. We will always check the identities of contractors and their staff on arrival.

10.6. We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

10.7. When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school staff, the school arrangements for child protection will apply.

10.8. When the school is let and services or activities are provided by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate. **These arrangements are detailed in the school's Community Use (Lettings) Policy.**

10.9. Should we receive an allegation relating to an incident that happened when an individual or organization were using our premises for the purpose of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the harm threshold).

10.10. Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school premises – failure to comply with this will lead to termination of the agreement.

10.11. We exercise due diligence to prevent any organization or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. **These arrangements are detailed in the school's Visiting Speakers Policy.**

10.12. We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.

10.13. All school visits are fully risk-assessed, and no child will be taken off-site without parental permission.

10.14. For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to effectively safeguard every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy of High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.

10.15. We have a Health and Safety Policy **in place across the school, ensuring that our premises are maintained to a safe standard and are compliant with relevant regulations. There is also a Business Continuity Plan in place which covers a range of emergency procedures e.g., for contacting parents and for reporting to the emergency services, including police and hospitals. This is reviewed on an annual basis.**

10.16. We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency planning and response for education, childcare and children's social care settings and School and College Security GOV.UK

11. Complex Safeguarding

Serious violence

11.1. We are aware of the indicators and risk factors which may signal that children are at risk from or are involved with serious violent crime.

11.2. We will support referrals to Engage panels by providing information about concerns and worries for children involved in ASB and on the edge of criminality, including whether interventions have already been put in place and their success or not.

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

11.3. Children's Social Care will refer cases of child exploitation, criminal or sexual, to the Complex Safeguarding Hub and we will contact the professionals' advice line for further support to hasten this process or seek guidance, as appropriate.

11.4. We understand that schools are one of locations where children can be targeted and recruited into county lines and recognise additional specific indicators that may be present when a child is criminally exploited through involvement in county lines. (KCSiE, Annex B)

11.5. We are aware of the significantly low numbers of reported CCE/CSE cases for girls locally and remain vigilant in recognising the signs of involvement for both boys and girls.

11.6. We are mindful of the language and descriptors used when discussing or referring to CCE and CSE instances and avoid all victim blaming language.

11.7. We consider the use of the term 'gang' and only apply it to Organised Crime Gangs, not urban or street groups, although our children may perceive that they belong to, or associate with, a named 'gang'.

11.8. We will ask for help, support or recommendations with finding suitable outside presenters to deliver awareness and resilience programs to help our children make good choices in the near and long term and have used the following organisations.

11.9. We are familiar with My Safety Planning approach for Child Protection in extra-familial harm circumstances

12. Part 1, Annex A and Annex B of 'Keeping Children Safe in Education (KCSIE), September 2026

12.1. Keeping Children Safe in Education 2026: Part 1 (ALL STAFF MUST READ)

12.2. This is statutory guidance which must be read by all staff. Staff should record as having 'read' this guidance on the Every Document Management System.

Appendix A: Safeguarding Definitions:

The following definitions are from Working Together to Safeguard Children (July 2026)

Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: • protecting children from maltreatment. • preventing impairment of children's health or development. • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Significant harm	The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.
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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.
Sexual abuse	Involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to sexual activity.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • provide adequate food, clothing and shelter (including exclusion from home or abandonment). • protect a child from physical and emotional harm or danger. • ensure adequate supervision (including the use of inadequate caregivers); or • ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Young carer	A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
Parent carer	A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.
Education, Health and Care Plan	A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).

Abbreviations:

ACE	Adverse Childhood Experience
CiN	Child in Need
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
CiN	Child in Need
CP	Child Protection
CSC	Children's Social Care
DSL	Designated Safeguarding Lead
EH	Early Help
EHA	Early Help Assessment
FGM	Female Genital Mutilation
GMCA	Greater Manchester Combined Authority
KCSiE	Keeping Children Safe in Education (2026)
LADO	Local Authority Designated Officer
LGBT	Lesbian, Gay, Bisexual, Transgender
MASH	Multi Agency Safeguarding Hub now known as (Advice and Guidance Service)
MCC	Manchester City Council
MSP	Manchester Safeguarding Partnership
NSPCC	National Society for the Prevention of Cruelty to Children
SOS	Signs of Safety

Appendix B: Legislation, Statutory Guidance and Non-Statutory Guidance:

Our policy is based on the following legislation, national and local guidance/procedures and links to other relevant school policies.

- **Keeping Children Safe in Education 2026 (KCSiE) Full Document**
  Specific guidance for educational settings - relevant sections to be read and understood by all staff and volunteers as deemed appropriate. It signposts to key legislation as well as signposting to useful organisations and resources.
- Keeping Children Safe in Education 2026: Part 1 (ALL STAFF MUST READ)
- Ofsted School Inspection Handbook
- Ofsted: Inspecting Safeguarding in Early Years Settings
- DfE: Working Together to Safeguard Children 2026
- Revised Prevent Duty Guidance for England and Wales
- FGM Duty, Multi Agency Statutory Guidance on FGM
- Domestic Abuse Act 2021 Statutory Guidance
- Serious Case Reviews and Domestic Homicide Reviews (SCRs and DHRs)
- DfE Statutory Policies for Schools
- DfE Children Missing Education Statutory Guidance
- DfE Designated Teacher for LAC guidance
- DBS regulated activity with children - guidance
- DfE Alternative Provision Statutory Guidance
- DfE Teacher Standards
- DfE Governance Handbook
- 'Listening to and involving children and young people', stat guidance
- DfE Health & Safety Guidance for Schools
- Equality Act 2010
- DfE Information Sharing Duty: Statutory Guidance for Safeguarding Organisations and their Practitioners (September 2026)

Non-statutory Guidance:

- DfE: What to do if you are worried a child is being abused
- DfE: Guidance for Safer Working Practice
- DfE National Standards for Headteachers
- DfE Use of Reasonable Force in Schools
- United Nations Convention on the Rights of the Child, Article 2,3 6 & 12
- NSPCC Whistleblowing Advice
- DfE Promoting the education of children with a social worker -Virtual School Head role extension June 2021
- National Police Chiefs Council (NPCC) 'When to call the police'

MCC, MSP and GM Policies, Procedures and Guidance

Manchester Safeguarding Partnership

- MSP and GM Policies
- MSP Multi-agency Levels of Need and Response Framework,

- Safeguarding Concerns, Guidance and Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning from Serious Case Reviews
- MSP on Sexual Harassment
- GM Weapons Carrying Guidance

Manchester Early Help Practitioners Guidance Website

- Early Help Strategy, Guidance, Assessments and Referrals
- Our Practice in Manchester website: -
- Signs of Safety Strategy, Guidance and Resources

Manchester MThrive website
National Police Chiefs Council Website

Links to Other Relevant MCC Education Department Policies/Guidance

Manchester LA Schools Hub

- 'Safeguarding' model policy and guidance
- 'Safer Recruitment' model policy
- Safeguarding Children with SEND
- Manchester Governors' Handbook MCC
- Attendance Guidance
- CME Guidance
- Inclusion Strategy
- Anxiety Based School Avoidance Guidance
- Weapon Carrying in Schools and Colleges Guidance
- MCC Elective Home Education Policy
- MCC Alternative Provision guidance and approved provider list

UK Council for Internet Safety (UKIS) Guidance for Online Safety

Appendix C: Child on Child Abuse Procedures:

1. Introduction

1.1. This guidance has been formulated and is designed to be read in conjunction with the overarching principles of the school's Child Protection/Safeguarding Policy and procedures.

1.2. The aim of this guidance is therefore to ensure that any form of child-on-child abuse or harmful behaviour is dealt with immediately and consistently.

1.3. If an incident arises, we will deal with it robustly, quickly, and appropriately. We will not tolerate any form of child-on-child abuse within our school or by association.

2. What Is Child On Child Abuse:

2.1. Child on child abuse (previously also known as peer-on-peer abuse) is behaviour by an individual or group of individuals that intentionally hurts another individual or group either physically or emotionally.

2.2. Child on child abuse can take many forms including serious bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical harm; abuse within intimate partner relationships; domestic abuse; child sexual exploitation; youth and serious youth violence; financial abuse; initiation/hazing type violence and rituals; harmful sexual behaviour (sexual violence and sexual harassment) between children; upskirting; sharing nude and semi-nude images and/or gender-based violence and is often motivated by prejudice against particular groups.

2.3. Abusive behaviour can happen to pupils in schools and settings, and it is necessary to consider what abuse is and looks like, how it can be managed and what support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

2.4. The school's duty to safeguard and promote the welfare of their pupils remain the same regardless of where the incident took place (on or off the school premises) and regardless of whether the incident was online or offline.

2.5. There is no clear boundary between incidents that should be regarded as abusive, and those that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. In the main, therefore, this document refers to child on child sexual violence and sexual harassment.

2.6. If one child or young person causes harm to another, this should not necessarily be dealt with as 'abuse'. Bullying, fighting and harassment between children are not generally seen as child protection issues and would normally be dealt with in line with the school's Behaviour Policy and procedures which includes anti-bullying procedures. However, it may be appropriate to regard a young person's behaviour as 'abusive' if:

- there is a significant difference in power (e.g., age, size, ability, development etc.) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- there are concerns about the intention of the alleged young person.

2.7. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

2.8. Abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Equally, abuse issues can sometimes be gender specific e.g., girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse.

2.9. Preventing violence and abuse and ensuring immediate physical safety is our school's priority but we also acknowledge that emotional abuse can be just as damaging, if not more so, than physical abuse. We recognise that abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of abuse having control over the relationship which makes it difficult for the victim to defend themselves.

2.10. Children with Special Educational Needs and Disabilities (SEND) or certain health conditions are three times more likely to be abused or exploited than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or health condition without further exploration.
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

2.11. Any reports of abuse by other children and involving children with SEND will therefore require close liaison with the DSL (or deputy) and the SENCO.

2.12. Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

2.13. We also acknowledge that behaviour such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras, lifting up skirts etc. and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as 'banter' or 'horseplay', it can also lead to reluctance to report other behaviour.

2.14. Child on child abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to their learning and have serious consequences for their mental health. Such abuse which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling abuse, we can help to create a safe, disciplined environment where our pupils are able to learn and fulfil their potential.

3. Contextual Safeguarding

3.1. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

3.2. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of abuse set out above and capture the full context of children's experiences.

3.3. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of child-on-child abuse takes into account any potential complexity.

3.4. This guidance encapsulates a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities.
- recognises that as children enter adolescence, they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

4. Types of Abuse

4.1. There are many forms of abuse that can occur between children, and the following list is not exhaustive:

4.2. **Physical abuse:** Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another, and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action to take or sanctions to introduce.

4.3. **Bullying (physical, name calling, homophobic etc.):** Bullying in whatever form is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Young people who bully and those who are bullied can have long-term problems. Details of our anti-bullying strategies and procedures can be found in on our website.

4.4. **Cyberbullying:** Cyberbullying involves the use of mobile devices, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, Twitter etc. to harass, threaten or intimidate someone. It can happen at all times of the day, with a potentially bigger audience.

4.5. Cyberbullying can fall into criminal behaviour under the Malicious Communications Act 1988 (Section 1) which states that a person who sends electronic communications which are "indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim" would be deemed to have committed an offence. The Communications Act 2003 (Section 127) further supports this and states that a person is guilty of an offence if he/she sends by means of a public electronic communication network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or if for the purpose of causing annoyance, inconvenience or needless anxiety to another he/she sends a message by means of a public electronic communications network knowing that the message is false.

4.6. If the behaviour involves the taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no option but to involve the Police to investigate these allegations. See 'When to call the Police' for further guidance.

4.7. **Bullying which occurs outside the school premises:** We will follow the procedures outlined in the school's Behaviour Policy to address the conduct of pupils when they are not on school premises and are not under the lawful control or charge of a member of school staff. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, travelling to and from school, during the evening at weekends or during the school holidays.

4.8. Where abuse outside of the school is reported to the school, we will investigate and take appropriate action. We will also consider whether it is appropriate to notify the Police if we believe an offence has taken place.

4.9. **Sharing nude and semi-nude images (formerly known as sexting):** Sharing of nude or semi-nude images is when someone sends or receives a sexually explicit text, image or video via the internet or mobile device. This includes sending 'nude/semi-nude pics' or 'rude pics' or 'nude/semi-nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender, or sexual preference.

4.10. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

4.11. Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in the school is a last resort and they may have already tried to resolve the issue themselves.

4.12. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to a school's attention the school will follow the guidance as set out in the UK Council for Internet Safety (UKCIS) publication 'Sharing nudes and semi-nudes - Advice for education settings working with children and young people'.

4.13. Such incidents should be raised immediately with the DSL. The key consideration here is for staff not to view or forward illegal images of a child. In some cases, it may

be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection. See DfE advice on searching, screening, and confiscation.

4.14. When considering appropriate action regarding the sharing of inappropriate images, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and the sharing of nude and semi-nude images will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour.

4.15. **Initiation/Hazing:** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. Many rituals involve humiliation, embarrassment, abuse, and harassment.

4.16. **Prejudiced-based and discriminatory bullying/behaviour:** The term prejudiced-based or discriminatory 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.

4.17. **Teenage relationship abuse:** is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. Abuse can occur online and offline and is never acceptable.

4.18. **Upskirting:** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is now a criminal offence.

4.19. **Child on child sexual violence and sexual harassment:** Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. We recognise the importance of distinguishing between problematic and abusive sexual behaviour.

4.20. If staff have any concerns about a child's welfare, they should act on them immediately. Staff in this school will follow the school's Child Protection Policy and procedures and speak to the DSL. In the absence of the DSL, staff should raise their concern with a member of the School Leadership Team (SLT).

4.21. In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:

- make it clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up.

- challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, and other private areas of the body.

4.22. Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case-by-case basis with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.

4.23. We have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding such abuse they must speak to the DSL (or member of SLT) as soon as possible.

4.24. We will ensure that pupils are aware of the NSPCC dedicated helpline (report abuse in education – 0800 136 663) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. There is a separate section on our website under the safeguarding section which details this information for all stakeholders.

4.25. Decisions about what action to take will consider:
- the wishes of the victim in terms of how they want to proceed.
- the nature of the incident – might a crime have been committed?
- the ages of the children involved.
- any power imbalance between the children for example, if one child is much older, more mature or more confident. Does the victim have a disability, learning difficulty or other health related issues.
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

4.26. Some situations, however, are statutorily clear:
- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape.
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal. This includes children making and sharing sexual images and videos of themselves.

5. Managing The Disclosure/Report

5.1. Our initial response to a disclosure or report of an incident from a child is that the disclosure will be taken seriously. The member of staff to whom the disclosure is made will reassure the child and any other victims that they will be supported throughout and kept safe.

5.2. Details of the disclosure will be passed to the DSL immediately or as soon as practically possible in the form of a written record. (Staff know how to record their

concerns about a child using our CPOMS system.) Only the facts as the child presents them will be recorded and staff will be made 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.

5.3. Staff will never assume that someone else is dealing with the alleged incident. If in doubt, they will speak to the DSL.

5.4. The DSL will manage the concern/allegation from the member of staff, child, or parent.

5.5. Consideration will be given to how best to keep the victims and alleged perpetrators of sexual violence a reasonable distance apart while on the school premises and, where relevant, when travelling to and from the school.

5.6. While the facts are being investigated, the alleged perpetrator will be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

5.7. Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.

5.8. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy.

5.9. Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our school's Behaviour Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.

5.10. The DSL will follow the school's Child Protection procedures which will ensure they gather as much information and context relating to the disclosure as possible. Where necessary, advice will be sought from the MASH who will advise on how to proceed with the concern.

5.11. Other agencies such as Police and Social Care will be notified and become involved if appropriate.

6. Gathering The Facts

6.1. It is important to gather a broad view of the facts at an early stage.

6.2. Wherever possible, we will manage the disclosure and subsequent interviews of those involved with two members of staff present (preferably one being the DSL or a member of the Safeguarding Team).

6.3. All those involved in the alleged incident should be spoken to individually and separately.

6.4. We will take a statement of facts from those involved using consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the children to tell you in their own words what happened.

6.5. We will let the child explain what has happened and will only interrupt the child to gain clarity with open questions – where, when, why, who. (What happened? Who

observed the incident? What was seen? What was heard? Did anyone intervene? etc.)

6.6. Where the report includes an online element, staff will be aware of the DfE advice on searching, screening and confiscation for schools and guidance issued by UKCIS.

7. Considering Confidentiality And Anonymity

7.1. Staff will never promise confidentiality as it is likely that it will be in the best interests of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

7.2. We will only engage staff and other agencies who are required to support the children involved or will be involved in any investigation.

7.3. If the victim asks the school not to tell anyone about the sexual violence or sexual harassment, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to. In this event, the DSL will consider the following:

- parents should normally be informed (unless this would put the victim at greater risk).
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care via the Safeguarding Hub.
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the Police.

7.4. Ultimately, it is for the DSL to balance the victim's wishes against their duty to protect the victim and other children. If the decision is taken to go ahead and report the incident, the reasons should be explained to the victim and appropriate specialist support offered.

7.5. Additional information on confidentiality and information sharing is available from DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'.

7.6. We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment and will carefully consider which staff should know about the report and any support that will be in place for the children involved.

7.7. Full consideration will also be given to the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities and the support which may be required by the victim and his/her family should this situation arise.

8. Response To The Disclosure/Report

8.1. The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

8.2. All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

8.3. Any response will:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate).
- treat all children involved as being at potential risk – whilst the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. We will ensure that a safeguarding response is in place for all parties.

8.4. We will take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address any wider contexts such as the child/children's peer group (both within and outside the school); family; the school environment; the experiences of crime and victimisation in the local community; and the child/children's online presence.
- the changes that may need to be made to the above contexts to address the child/children's needs and to mitigate risk.
- the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with all those involved and their parents and obtain consent to any referral before it is made, unless informing the parent will put the child at risk of harm. Any decision not to inform the parents will generally be made in conjunction with other services such as children's social care and/or the Police, who would take the lead in deciding when the parents should be informed.
- the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

8.5. In line with our standard procedures, if a pupil is in immediate danger, or at risk of significant harm, a referral to the Safeguarding Hub (if the pupil is aged under 18) and/or the Police will be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

8.6. If a member of staff believes for whatever reason that child may be at risk of or experiencing abuse by another child or children, or that a child may be at risk of abusing or may be abusing another child or children, they should discuss their concern with the DSL without delay so that a course of action can be agreed.

8.7. Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

8.8. Where it is considered that support from local external agencies is not required the school will use its standard policies e.g., Behaviour Policy, Anti-bullying policy to

manage the allegation/incident seeking support from external specialists as appropriate.

8.9. **Early Help Assessment:** Where appropriate and necessary, the school may undertake or contribute to an inter-agency early help assessment with targeted early help services provided to address the assessed needs of a child/children and their family.

8.10. **Referral to the Safeguarding Hub:** Where a decision is made to make a referral to the Safeguarding Hub (either Section 17 or Section 47), and a strategy meeting is convened, then the school will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it.

8.11. **Reporting to the Police:** If the concern/allegation indicates a potential criminal offence has taken place e.g., rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

8.12. Any report to the Police will generally be in parallel with a referral to the Safeguarding Hub. It is important that the DSL is clear about the local process and arrangements for referrals. Further guidance on this issue is provided in the NPCC guidance for schools document 'When to call the Police'.

8.13. Alleged criminal behaviour will ordinarily be reported to the Police. There are, however, some circumstances where it may not be appropriate to report such behaviour to the Police e.g., where the existence of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case-by-case basis and considering the wider context.

8.14. Whatever the response, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

9. Individual Risk And Needs Assessment:

9.1. Where there is an incident of child-on-child abuse, including sexual violence and sexual harassment, the school will undertake a robust risk and needs assessment in respect of each child affected by the abuse including the alleged perpetrator. The risk assessment will:

- consider the victim in the first instance, especially their protection and support.
- consider whether there may have been other victims.
- assess and address the nature and level of risks that are posed and/or faced by the alleged perpetrator(s) and all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- engage the child's parents (unless informing the parent will put the child at risk of harm) and draw upon local services and agencies to ensure that the child's needs are met in the long-term. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and/or sexual violence specialists will be required. Any such professional assessments

will be used to inform the school's approach to supporting and protecting their pupils and updating their own risk assessment.
- consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child involved; and
- be recorded (written or electronic) and be reviewed at regular intervals in the light of the child's on-going needs to ensure that progress is being made which benefits the child.

9.2. The Risk Assessment and actions to prevent future harm will be shared with appropriate staff within the school.

9.3. If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all the children (and, if appropriate, adult students and staff) at the school and consider any suitable action in light of the school's Behaviour Policy.

10. Safeguarding and Supporting The Victim

10.1. The following principles are based on effective safeguarding practice and will help our decision-making process regarding safeguarding and supporting the victim. The DSL is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. We will:
- consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- consider the needs and wishes of the victim. The victim will be listened to and acknowledged. It is important they feel in as much control of the process as is possible. Where a pupil feels able to deal with the incident on their own or with support of family and friends, the pupils will continue to be monitored and offered support should they require it in the future.
- ensure that the victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- consider interventions that target a whole class or year group e.g. work on cyberbullying/relationship abuse etc.
- support the child in improving peer group relationships where bullying is a factor in the abuse and consider restorative justice work with all those concerned.
- ensure that sensitive issues are explored through the use of the curriculum (RESPECT and Sex and Relationships Education).

11. Safeguarding and Supporting The Alleged Perpetrator:

11.1. In our decision-making process regarding safeguarding and supporting the alleged perpetrator we will consider:
- how we will continue to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- the impact of any form of criminal investigation. It may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

- that the behaviour that the pupil has displayed may continue to pose a risk to others in which case, an individual risk assessment, including multi-agency input, may be required.
- the age and developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of them being the subject of allegations and/or negative reactions by other children to the allegations made against them.
- the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices or materials.

11.2. Advice will be sought, as appropriate, from the Safeguarding Hub, the Police and any other agencies or specialist services in order to commission the right support for the child/children concerned.

12. Sanctions

12.1. Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

12.2. Sanctions may include additional supervision of the pupil or protective strategies if there is a risk of the pupil engaging in further inappropriate or harmful behaviour.

12.3. The school response might include a sanction (in accordance with the school's Behaviour Policy) such as a detention, supervision or a suspension to allow the pupil to reflect on their behaviour.

12.4. A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Headteacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

12.5. Disciplinary interventions alone are rarely able to solve issues of child-on-child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

13. Whole School Approach to Prevention

13.1. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

13.2. Our school's response to child-on-child abuse will not begin at the point at which a child has been abused. We will proactively gather intelligence about issues between pupils which might provoke conflict. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

13.3. Our school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the yard, and beyond the school gates including travel to and from the school.

13.4. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to other pupils.

13.5. Our school will:

- involve parents to ensure they are clear that the school does not tolerate any form of child-on-child abuse. We will make parents aware of the procedures to follow if they believe that their child is being abused by another child or children.
- involve pupils so they are clear about the part they can play to prevent child on child abuse, including when they find themselves as bystanders.
- regularly evaluate and update our approach to take account of developments in technology.
- consider how (if at all) the school's physical environment contributed to the abuse, and how this can be addressed going forward.
- ensure that any lessons learnt are acted upon swiftly – were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school.
- implement disciplinary sanctions appropriately.
- openly discuss differences between people that could motivate abuse, such as religion, ethnicity, disability, gender, sexuality or appearance related difference, teaching children that using any prejudice-based language is unacceptable.
- provide effective staff training on how to deal with child-on-child abuse.
- make it easy for pupils to report abuse of any description so that they are assured that they will be listened to and that incidents will be acted on.
- create an inclusive environment where pupils can openly discuss their experiences of child-on-child abuse, without fear of further abuse or discrimination.
- recognise that some children with special educational needs or disabilities may lack the social or communication skills to report child on child abuse incidents and we ensure our training builds in regular awareness of this.
- frequently address the impact of abuse within the school and what constitutes appropriate, safe and acceptable behaviour with our children and staff.

Appendix D: Responding to reports of sexual violence/harassment

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
- After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings.

Appendix E: Safeguarding Summary for all staff:

All staff must:

- Attend Level 1 training on Safeguarding (every 2 years), receive accreditation for this and undertake annual refresher training.
- Read, understand and acknowledge receipt of Part 1 of KCSIE Sept 2026
- Receive and understand regular safeguarding updates
- Ensure that they know who the Designated Safeguarding Leaders (DSL) are in the school and know how to contact them/where they are located.
- Ensure that any child protection disclosure is reported to the DSL(s) as soon as possible before the end of the school day.
- Provide a written statement (pertaining to the disclosure) using the school's processes (CPOMS) – which is dated – on the same day.
- Ensure that they do not get a child to provide a written statement if a child is disclosing an issue pertaining to child protection.
- Ensure that they respond to information requests from the Safeguarding Team on specific pupils.
- Use Arbor information to ensure they know who their classes are and who is being monitored by the Safeguarding Team.
- Inform the Safeguarding team if they notice a change in a student (deterioration in behaviour, appearance, social interaction, attendance or punctuality).

Line Managers must:

- Ensure that staff members in their department have displayed Safeguarding information as appropriate.
- Ensure that new staff members know how to refer concerns about young people.
- Support staff in their department and liaise with the Safeguarding Team if necessary.

ITT students and other adults in training programmes must:

- Attend training from the Safeguarding Team on Safeguarding and Looked After Children.
- Refer any concerns to their Mentor at Chorlton High School/pass on any concerns to the Safeguarding Team before the end of the school day (following the same procedures as all staff).

Supply staff must:

- Read the schools information regarding Supply Cover and be aware of how to refer issues to the appropriate Designated Person(s).
- Attend Level 1 Safeguarding Training by CHS if a long-term cover supervisor.

Student services staff / Attendance Team must:

- Alert the Safeguarding Team when students, who are being monitored (be it CP, CIN, CPP, LAC), are absent from school.
- When required, host joint or singular home visits to students who are being monitored by the Safeguarding Team.

Admin Staff:

- Ensure that all staff and visitors to the school follow the school's DBS procedures.

Senior Leadership Team must:

- Liaise with the Safeguarding team about students on CPP or CIN before students are sent home on a Suspension.
- Access information about students from the Safeguarding Team, updated weekly.
- Ensure that all recruitment procedures follow the school's Safe Recruitment processes.

Appendix F: Safeguarding of Children Statement:

We are committed to the safeguarding and promotion of the welfare of children. In this light we would like to draw the following matters to your attention:

1. All appointments are made subject to:
    a. An enhanced DBS disclosure.
    b. Checks of professional status (NCTL; QTS etc.).
    c. Confirmation of professional qualifications.
    d. Receipt of strong references (if not received by the time of interview); and
    e. Medical clearance
2. We only accept applications completed on the school's application form. Please do not send CVs or open testimonials. More detail about the content of applications is provided later in this pack.
3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained
4. The referees cited in your application form must include your employer for the last occasion in which you worked with children, if applicable. If your last employment was in a school, we would expect a reference from the Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.

KCSIE 2026 update: Child-on-child abuse includes discriminatory behaviour, including racism and faith-targeted abuse. (Para 37)
KCSIE 2026 update: Racism and faith-targeted abuse can significantly affect a child's welfare, wellbeing and sense of safety and will be treated as safeguarding concerns. (Para 32)