Radcliffe Primary School Safeguarding and Child Protection Policy 2026/2027

The Keep Learning Trust

Creating Chances and Choices

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September 2026	This policy replaces the previous policy agreed by the Local Governing Body in September 2025. It is based on the model policy provided by Bury Council in September 2026	Added changes due to the publication of KCSIE 2026

At Radcliffe Primary School, the Headteacher, Alyson Walsh, has the ultimate responsibility for Safeguarding.

Rebecca Kenyon, Steph Francis and Joanne Glynn act as the Deputy Safeguarding Leads.

Rachel Pars is the Director of School Improvement and Safeguarding for the Keep Learning Trust

KEY SCHOOL STAFF, ROLES and contact details		
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Our procedure if there is a concern about **child** welfare or safeguarding is:

If the child is in immediate danger, inform the Designated Safeguarding Lead or Deputy Safeguarding Lead **without delay**.

If you cannot contact these members of staff, contact MASSH on 0161 253 5678 or 0161 253 6606 (out of hours)

If the child is not in immediate danger, input the concern on CPOMS.

Targeted Early Help:

Prestwich & Whitefield Vicki Burgess v.burgess@bury.gov.uk – 0161 2537303
East & North Faye Higgens f.higgens@bury.gov.uk – 0161 2536601
Radcliffe Jill Wilson j.wilson@bury.gov.uk – 0161 2536573

Continuum of Need - Bury Safeguarding Partnership
Children's Social Care:

- **Multi-Agency Safeguarding Hub (MASSH):** 0161 2535678 (Monday – Friday, 8:45am – 4:45pm)
- **Emergency Duty Team:** 0161 2536606 (Out of Office hours)
- **Initial Response Team (IRT):** 0161 2535454 (for those already open to a Social Worker)
- **Family Safeguarding Team (SGT):** 0161 2536868 (for those already open to a Social Worker)
- **Complex Safeguarding Team:** Contact MASSH on 0161 2535678
- **Care and Support Service (CASS):** 0161 2536666 (for those open to a Social Worker)
- **Virtual School Headteacher**
  Catherine Hobday c.hobday@bury.gov.uk 07583015321
- **Community Education and Education Safeguarding:**
  Community Education and Safeguarding Manager
  Gina French g.french@bury.gov.uk 0161 2535811
- **Lead Safeguarding Officer for Schools/Colleges:**
  Lisa Ricketts l.ricketts@bury.gov.uk 0161 253 5773 / 073516186267

Our procedure if there is an allegation that an **adult** has harmed a child, or that a child is a risk from a named adult is:

Contact the Headteacher, Alyson Walsh, immediately.

If the allegation or concern is about the Headteacher, contact the Chief Executive Officer, David Stephens, immediately.

When managing allegations that might indicate a person could pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children at Radcliffe Primary School

This policy should be followed where it is alleged that anyone working in Radcliffe Primary School that provides education for children under 18 years of age, including supply teachers and volunteers has:

• behaved in a way that has harmed a child, or may have harmed a child;

• possibly committed a criminal offence against or related to a child;

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

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

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

Police: 101/999

Local Authority Designated Officer (LADO):
Mark Gay – 0161 253 6168/ 07583877250
Email - LADO@bury.gov.uk

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Introduction

This policy aims to support, create and maintain a safe learning environment and culture where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school, including the Senior Leadership Team, regular staff, supply staff, volunteers and visitors, 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.

At Radcliffe Primary School we adopt a child-centred approach and to always consider what is best for the child. We have a culture where 'Safeguarding is everyone's responsibility' and 'It could happen here'.

'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.'

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

Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is:

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

Our Trust's vision is 'By working together, we create lifelong chances and choices for all our pupils.'

Under the Education Act 2002, 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 'Keeping Children Safe in Education September 2026' and the Children's Wellbeing and Schools Act 2026. Our policy ensures that we comply with our statutory duties.

Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations.

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.

Our policy compliments and supports other associative Trust and school policies, such as the School behaviour; Attendance; Data protection; Online safety; Mobile Phone, Allergy safety, Health and Relationship; Whistleblowing, Staff code of conduct.

At Radcliffe Primary School, we are aware that our policy should be regularly reviewed, and we are responsive to new and updated guidance and legislation and to promoting the safety of our staff and pupils.

Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended).
- Sexual Offences Act 2003.
- The General Data Protection Regulation (GDPR).
- Data Protection Act 2018.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Voyeurism (Offences) Act 2019 Statutory guidance.
- HM Government (2023) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'.
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'.
- DfE (2015) 'The Prevent duty Guidance England and Wales' (updated 2023).
- DfE (2018) 'Disqualification under the Childcare Act 2006' .
- **Education Act 2002:** Section 175 of the Education Act 2002 requires Local Education Authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **The Children's Wellbeing and Schools Act 2026** is UK legislation aimed at improving child welfare, safeguarding, and education standards across schools and care services.
- **Working Together to Safeguard Children 2026**: Sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non-provision academies. This is statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education (KCSiE 2026):** Statutory guidance for schools and colleges was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply.
- **Working Together to Improve School Attendance 2026:** This guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance and that this statutory document applies to all agencies.
- **Guidance for Safer Working Practice 2022:** Guidance to support with Safer Recruitment.

Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'.
- DfE (2024) 'Information Sharing'.
- DfE (2017) 'Child sexual exploitation'.
- DfE (2020) 'Recruit teachers from overseas'.
- DfE (2024) 'Sharing nudes and semi-nudes: Advice for Education Settings Working with Children and Young People'.

Headteacher Roles and Responsibilities

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the Bury Safeguarding Children's Partnership (BSP) arrangements and of the Child Death Overview Panel Review arrangements (CDOP). 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, including:

- Providing a coordinated offer of Targeted Early Help/Family 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. 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 (CIN) or a section 47 (CP) assessment.' (KCSIE 2026)

Our Headteacher is fully aware of statutory guidance in KCSIE 2026 and will ensure that:

- The policies and procedures are adopted and ratified by the Governing body to safeguard and promote the welfare of all pupils, and they are fully implemented and followed by all staff, including supply teachers, volunteers and visitors and they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Safeguarding policies; Safeguarding and Child Protection policy, Code of Conduct/Staff Behaviour Policy including Whistleblowing, including Acceptable Use Agreements, Behaviour Policy which should include measures to prevent bullying, cyber-bullying, prejudice based and discriminatory bullying and the response to children who are absent from education.
- We evaluate our safeguarding policies and procedures at least on an annual basis and return our completed Section 175 audit to the Local Authority, biennially.
- We work with the Local Authority to ensure that our policies and procedures are in line with DfE and other local authority guidance.
- A senior member of staff, known as the Designated Safeguarding Lead (DSL), has been appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receives the appropriate on-going training and support as well as sufficient time and resources to enable them to undertake their duties and responsibilities.
- Robust cover arrangements are in place to ensure that there is a suitably qualified DSL or deputy DSL to cover all safeguarding duties and referrals.
- Parents/carers are aware of and understand our responsibilities to promote the safety and welfare of our pupils by making our statutory obligations and that these are available on the school/college website.
- The Safeguarding and Child Protection Policy documents are available on our website and are included in the Staff Handbook, Induction, and the Volunteers' Handbook.
- Child friendly information on how to raise a concern/make a disclosure has been developed through pupil discussion, assemblies and PHCE lessons and is accessible to all children.
- We co-operate fully with the three local partners, Bury Council, Police and Health – Integrated Care Boards (ICB) to develop and follow multi-agency safeguarding procedures and arrangements and that these are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. A DSL will always be available during school hours during term-time, and at other times as designated by the Headteacher. Whilst the Before and After School Club is in operation out of school hours or during the holidays, one of the DSLs will always be "on call" Before and After School staff have the contact details for all DSLs. In the unlikely event of not being able to contact one of the DSLs, staff will phone the MASH team or Out of Hours team. The DSL will ensure that all groups that use the school premises understand that they must contact one of the DSLs with any safeguarding concerns or allegations against adults.
- 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 with regards to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the safeguarding processes. Visitors receive a leaflet and an explanation of who to approach if they have concerns.

- Any staff who carry out regulated activities with children who are commissioned from external agencies/organisations have been DBS (enhanced) checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to their roles.
- We ensure a risk assessment takes place to establish that the appropriate checks take place with any 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 radicalize pupils and staff. Outside speakers are always vetted before booking, seeking recommendations/references from other schools. Children are never left alone with outside speakers; a member of school staff is always present and would stop a presentation if any of the themes were felt to be dangerous.
- SLT are aware of the added clarification to paragraphs regarding Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty.
- **Human Rights legislation** - The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.
- **Equality legislation** - The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:
    - Must not unlawfully discriminate against pupils because of their protected characteristics.
    - Must consider how they are supporting pupils with protected characteristics.
    - Must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Public Sector Duty (PSED) - looks at the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

- Preventative education, KCSiE 2026 clearly sets out the steps that schools will need to take when educating children about preventative measures and how children should keep themselves safe e.g. Safeguarding and AI, AI generated images such as deepfakes etc...
- SLT will ensure that all staff need to be aware of this information and how they can support in the education of children for spotting the signs.
- SLT also understand that all children within their setting including children who identify as LGBTQ+ will have a trusted adult with who they can be open with.
- SLT will ensure that all staff promote the child's welfare and will have a culture of listening.
- SLT will ensure that all staff are aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.
- Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Trustee and Governing Body Role and Responsibilities

Our Trust Board and Local Governing Committee are fully aware of our role in multi-agency safeguarding arrangements – The Bury Safeguarding Childrens Partnership (BSCP) arrangements and of the Child Death Overview Panels (CDOP) 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.

We will ensure that:

- All policies, procedures and training in our school are effective, taking account of Local Authority and DfE guidance and comply with the law at all times.
- Ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Trustees and Governors as part of their role will ensure that senior leaders and all staff have clear awareness, understanding and training related to online blocks, monitoring and filtering and how this keeps children safe within their setting.
- Trustees and Governors must ensure that they have read and understood 'Keeping Children Safe in Education 2026' and that everybody in the setting understands their safeguarding responsibilities.
- Our Trustees and Governors will ensure that they participate in safeguarding and child protection training at induction.
- Named members are identified as the designated Trustee and Governor for Safeguarding and receive appropriate training.
- The Governing Committee will attend the Safeguarding and Child Protection training within the appropriate timescales.
- The identified Trustee and governor will provide the Trust Board and Local Governing Committee with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead (DSL) member of staff on at least a termly basis.
- The Trust Board must ensure that an appropriate member of the senior leadership team is appointed as the Designated Safeguarding Lead and that any appointed deputy DSLs receive the same training as a DSL.
- Governors and Trustees must understand the role and responsibility of the DSL within their setting e.g. having lead responsibility for safeguarding and child protection (including online safety and understanding filtering and monitoring systems and processes). This should be explicit in the job description of the DSL. Governors and Trustees should also read the job description of the DSL.
- 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 or circumstances.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers, including overseas checks where relevant.
- We have procedures in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers, and these are in line with KCSIE and Bury 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 receive appropriate training and information about safeguarding processes and procedures. The Designated Safeguarding Lead keeps a record of training.
- There is appropriate challenge and quality assurance of safeguarding policies and procedures. Policies are reviewed at least annually.
- Our Trustees and governors understand that online safety and online education duties and functions are fulfilled and consider filters and monitoring and ensuring their effectiveness are regularly reviewed.
- Our Trustees and governors hold online safety, including monitoring and filtering as a central theme in their whole setting approach to safeguarding as per KCSiE 2026.
- Trustees and Governors have due regard to the 'Teachers' Standards' which set out the expectation that All teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.
- Trustees and Governors understand that the school/college remains responsible for the pupils, they place in Alternative Provision and robust checks around Safer Recruitment, Quality Assurance and relevant checks are undertaken.
- Trustees and Governors are aware that one of the safeguarding partners e.g. Police, Health and the Local Authority.
- Trustees and Governors are aware of Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty and understand their functions in relation to meeting their statutory duties.
- Our trustees and governors will ensure that a child's views, wishes and feelings are considered when determining what action to take and what services to provide.
- They also know that all children within their setting including children who identify as LGBTQ+ have a trusted adult with who they can be open with.

- The trustees and governors will ensure that all staff promote the child's welfare and will have a culture of listening.

Designated Safeguarding Lead (DSL)

The DSL is a member of our Senior Leadership Team (SLT) and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes are in place). This should be explicit in the role holder's job description.

They take lead responsibility for Targeted Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL, together with the team as applicable will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the Lead for Mental Health within Radcliffe Primary School and where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Help promote educational outcomes by working closely with attendance leads, teachers and sharing information about their welfare, safeguarding and child protection concerns for children who are looked after or have a social worker and liaise with the Virtual School.
- Act as a source of support, advise and expertise for all staff.
- Attend specialist DSL training every two years.
- Our designated safeguarding lead is expected to refer cases:
    - 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 programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
    - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required.
    - 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.
- Keep up to date with legislative changes, local policy and procedures changes/updates and be aware of any guidance issued by the DfE, Bury Safeguarding Children's Partnership (BSP) and the Local Authority with regards to safeguarding, e.g. through DSL Networks e.g. Bury Council DSL forums, safeguarding newsletters and bulletins.
- Provide support and training for all staff and volunteers through regular briefings.
- Liaise with the three statutory safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' 2026.
- Ensure that all referrals made to Children's Services are effective and in line with Bury Council's or other relevant Local Authority's procedures and the Greater Manchester Tri-X procedures and follow escalation processes where necessary. Referrals are all stored on the school's electronic system and are reviewed and discussed by the DSL team and the Director of School Improvement and Safeguarding
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL and team, receive the appropriate funding, time, training, resources and support needed to undertake their roles. All DSLs receive regular training and safeguarding supervision regularly. A DSL in the school is always available and non class based in order to fulfil their role appropriately.
- Ensure that referrals to the Police are timely and appropriate, following the National Police Chiefs' Guidance.
- As required, liaise with the case manager (Part Four of KCSiE 2026) and the LADO for child protection concerns in cases concerning a staff member.

- Ensure that all staff including supply teachers, volunteers, contractors and visitors understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child or children or an adult within the setting.
- Help promote educational outcomes for vulnerable children, including those with a Social Worker, in conjunction with other appropriate colleagues and liaising with the Virtual School.
- 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 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.
    - 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, recognizing that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Take a holistic view to ensure wider environmental factors e.g. extra familial harm are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- A DSL or deputy DSLs will always be available during school hours during term-time, and at other times as designated by the Headteacher KCSiE 2026 (Annex B). It is the responsibility of the DSL/Deputy DSL to arrange adequate and appropriate cover arrangements to cover sickness, leave or other circumstances or for any out-of-school activities/out-of-term activities. Whilst the Before and After School Club is in operation out of school hours or during the holidays, one of the DSLs will always be "on call" Before and After School staff have the contact details for all DSLs. In the unlikely event of not being able to contact one of the DSLs, staff will phone the MASH team or Out of Hours team.
- The DSL will ensure that all groups that use the school premises understand that they must contact one of the DSLs with any safeguarding concerns or allegations against adults.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Provide additional support for children in need who have welfare, safeguarding and child protection issues which might be impacting on attendance, engagement and achievement in school.
- Ensuring support for those children who have or have had a Social Worker.
- The DSL should be aware of the role of the appropriate adult.
- We will link to the Statutory guidance PACE Code C 2019 – Appropriate adult.
- DSLs are aware of the impact of Preventative education which clearly sets out the steps which schools will need to take when educating children about preventative measures and how to keep themselves safe.
- Our DSLs and deputies will be best trained in how to assist a child in discussing their situation without asking leading or provoking questions.
- Our DSL will work with staff so that they know who to contact and what they should do if a child makes a disclosure but isn't sure or ready to tell the full story.
- Our DSL should take lead responsibility for online safety as well as filtering and monitoring. Monitoring identifies when the user accesses or searches for certain types of harmful content on the school devices and that the school are alerted so that they can intervene and respond. Filtering is used to block access to harmful sites and content.
- Our DSL understands critical importance of recording, holding, using and sharing information:
    - Understand the importance of information sharing, both within the school and college, 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).
    - Be able to keep detailed, accurate, secure written records of All concerns, discussions and decisions made including the rationale for those decisions (Defensible decision making). 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...

- The DSL is supported in developing knowledge and skills to encourage a culture of listening and reducing barriers to disclosure for children.
- The DSL will ensure that they promote the child's welfare and will have a culture of listening to children.

The SENCO, Designated Teacher for Children Looked After by the Local Authority and other staff will liaise with the DSLs as needed to support children specifically under their remits.

Staff Role and Responsibilities

All staff at Radcliffe Primary School including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL. Those staff who work directly with children or indirectly have a duty to read Part One of KCSiE 2026. Staff who are not in regulated activity (work directly with children_ should also read Part One.

All staff should:

- Follow our agreed Staff Behaviour/Code of Conduct Policy and Safer Working Practices guidance as well as Acceptable Use Agreements.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns, Contextual Safeguarding e.g. concerns within the wider community and key Local Authority approaches including Targeted Early Help/Family Help.
- Attend training sessions/briefings as required to ensure that they follow relevant policies e.g. Behaviour Management Policy/Physical Restraint Policy/Reasonable Force Policy.
- Provide a safe environment where children can learn, thrive, and achieve.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker.
- Be approachable with children and respond appropriately to any disclosures without investigating.
- Never promise a child that they will not tell anyone about a disclosure, never promise confidentiality.
- 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 and when required, if appropriate to their role.
- Contribute to the teaching of safeguarding within the curriculum as required, if appropriate to their role.
- Provide targeted support for individuals and/or groups of children as required, if appropriate to their role.
- All staff are aware that "the child(ren) may not feel ready or know how to tell someone they are being abused." At Radcliffe Primary School the safeguarding training for all staff, will include the skills and techniques for staff to be taught when supporting a child who is being abused.
- All staff are aware that children who identify as LGBTQ+ have a trusted adult who they can be open with, and they understand that children who do identify as LGBTQ+ are more vulnerable to child-on-child abuse.
- All staff understand and recognise that children can abuse other children (Child on Child abuse).
- Additionally, staff need to be aware of the new information on supporting children who are lesbian, gay, bisexual, transgender, queer/questioning, and more (LGBTQ+) as this is also a potential for child-on-child abuse to take place. The world is ever evolving and so are the children within it, children have the same rights as anyone else.
- All staff must not allow children into toilets designated for the opposite biological sex. This includes where school are responding to requests to support social transition for children who are questioning their gender.
- We understand that we must provide separate toilets for boys and girls aged 8 and over, apart from where a mixed-sex toilet is in a room intended for use by one pupil at a time and is lockable from the inside. Schools should assess the safeguarding risks of mixed-sex toilets and plan accordingly.
- If a gender-questioning child does not want to use the toilet designated for their biological sex, our school would consider whether we can provide an alternative toilet facility, without compromising

single-sex toilet provision. As a School, we would keep a clear record of these situations, communicate them appropriately and review them regularly.

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos or AI generated images.
- All staff are aware of their responsibilities in relation to filtering and monitoring; including who to report it to and what to look out for.
- All staff will ensure that they promote the child's welfare and will adopt a culture of listening.
- All staff are aware that we have a culture of 'It could happen here'.

Teaching staff have a mandatory duty to report any cases/disclosures of Female Genital Mutilation (FGM) to the Police on 999/101.

Concerns about a child

- If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy DSL.
- All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.
- If a referral is made about a child by anyone other than the DSL, the DSL must be informed as soon as possible.
- DSLs are required to monitor/follow up on a referral if they do not receive information from the Local Authority regarding what action is necessary for the pupil.
- The DSL will endeavour to follow any recommendations from the Local Authority if a referral is not deemed to meet threshold for Children's Social Care intervention. This could include provision of Early Help support or completing a Story so Far assessment to identify the child's needs. The DSL will continue to monitor progress and changes and if at any point it is felt the child is at risk, a further referral may be made.
- All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing/electronically by the DSL and kept securely on the recording keeping system.
- If a pupil is in immediate danger, a referral will be made to MASH and/or the Police immediately.
- If a child has committed a crime, such as sexual violence, the Police will be notified without delay.
- Where there are safeguarding concerns, the school will ensure that the child's wishes are always taken into account, and that there are systems available for children to provide feedback and express their views.
- When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the child feels like they are being listened to and believed.
- An inter-agency assessment, known as the 'Story so Far', will be undertaken where a child and their family could benefit from co-ordinated support from more than one agency, where threshold is not met for Social Care involvement. These assessments will identify what help the child and family may require in preventing needs escalating to a point where further intervention would be needed.

Acceptable Use Agreements

This is in association with the Staff Code of Conduct Policy/ Behaviour Policy. Mobile Phone Use/Online Safety Policy

- At Radcliffe Primary School staff members, visitors and volunteers will not use personal mobile phones/personal electronic devices when school children are present.
- Staff may use personal mobile phones/electronic devices in the staffroom during breaks and non-contact time however again this should be when there are no school children present.

- Mobile phones/electronic devices will be safely stored and in silent mode whilst pupils are present. Staff will use their professional judgement in emergency situations.
- Staff may take personal mobile phones/electronic devices on trips, but they must only be used in emergencies and should not be used when school children are present.
- Personal mobile phones/electronic devices will not be used to take images or videos of pupils or staff under *any* circumstances.
- The sending of inappropriate messages or images from personal mobile devices/electronic devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- Staff will not actively use Smart watches to receive messages and/or photographs or send messages whilst children are present.
- Photographs and videos of pupils will be carefully planned but not using personal devices before any activity with particular regard to consent and adhering to The Keep Learning Trust's Data Protection Policy and the GDPR Principles and Guidance.
- The Senior Leaders will oversee the planning of any events where photographs and videos will be taken. Where photographs and videos will involve CLA/LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.
- The DSL will, in known cases of a pupil who is a CLA/LAC or who have been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil e.g. the consent with regards to taking photographs and/or videos.
- Staff will report any concerns about another staff member's use of personal mobile phones/electronic devices to the Headteacher, following the procedures outlined in the Child Protection and Safeguarding Policy as well as the Whistleblowing Policy. If the concern is about the headteacher then the CEO or the LADO should be contacted. If the CEO is contacted they can seek advice from the LADO.

Training And Awareness Raising

All new staff and regular volunteers will receive appropriate Safeguarding Training and Child Protection training and information during Induction, including Online Safety training including training on filtering and monitoring. An emphasis on the impact of technology on increasing risks to children, knowing that children and young people can be both victims and perpetrators of abuse. All staff should have awareness of the school's policy and procedures around filtering and monitoring.

All new staff and volunteers should be made aware of the systems within the school which support safeguarding. This will be by meeting either the Headteacher or a DSL before starting direct work with the children and policies will be shared.

All staff must ensure that they have read and understood Part One of 'Keeping Children Safe in Education 2026' and that everybody in the setting understands their safeguarding responsibilities.

The Headteacher should ensure that those staff who work directly with children and do not work directly with children read Part One of the statutory guidance KCSiE 2026.

On an annual basis, staff are asked to read Part One of KCSIE, this policy and other relevant policies, signing to confirm they have read them and agree to abide by them

All staff will receive regular Safeguarding and Child Protection training which is regularly updated which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (physical, emotional, neglect and sexual abuse), indicators of vulnerability to exploitation and radicalisation, 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. This training is delivered and analyzed by the Trust.

All staff need to understand the impact mental health problems may have on all aspects of safeguarding and that this could be an indicator of abuse; including the relevance of Adverse Childhood Experiences (ACEs) and the impact on the child/young person.

All staff members will receive regular Safeguarding and Child Protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. We include safeguarding scenarios in our staff meetings on a regular basis.

All interview panels will include at least one member who has completed up to date Safer Recruitment training within the last three years.

All staff and volunteers should read and sign to say that they have read, understood and will adhere to the following policies on an annual basis (as appropriate):

- The Child Protection and Safeguarding Policy (includes Child on Child Abuse)
- The Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing,
- Acceptable Use Agreements for Staff.
- The Safeguarding Response to Children Who Go Missing from Education (CME), those who are absent from education, particularly on repeat occasions and/or prolonged periods
- The roles and identities and roles of the DSL and any deputies
- Copies of Part One of Keeping Children Safe in Education 2026 should be provided for all staff.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Inter-agency Working

- Our school contributes to inter-agency working as part of its statutory duty for safeguarding and child protection.
- Our school is aware of and will follow the local safeguarding arrangements.
- Our school will work with the three local partners; the Local Authority, the Police and Health (Integrated Care Boards) ICBs
- Our school will work with Children's Social Care (CSC) and other services to protect the welfare of its pupils, through the Early Help process/pathway and by contributing to inter-agency plans to provide additional support.
- Our school recognises the importance of proactive information sharing between professionals and local agencies to effectively meet our pupils' needs and identify a need for early help or further intervention.
- Staff members are aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools/colleges to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the safeguarding, welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL. The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Definitions of Abuse and Neglect

All staff should be aware of the indicators of abuse, neglect and exploitation; understanding that children and young people can be at risk of harm inside and outside of college, inside and outside of home, and online.

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect.

All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

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. Harm can include ill treatment that is not physical as well as the impact on children ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of All forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and All staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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.

All staff:

- All school and college staff should be aware that abuse, neglect, exploitation, modern slavery and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and any deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware of the process for community-based Family Help assessments:

- The criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
    - Targeted early help level (under sections 10 and 11 of the Children Act 2004).
    - Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children).
    - The criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm).
    - Section 31 of the Children Act 1989 (care and supervision orders).
    - Section 20 of the Children Act 1989 (duty to accommodate a child) and clear procedures and processes for cases relating to:
        - The abuse, neglect, and exploitation of children.
        - Children managed within the youth secure estate.
        - disabled children.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual

sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL; designated safeguarding lead or a deputy.

Adverse Childhood Experiences (ACES)

ACES are a wide range of stressful or traumatic experiences that occur when a child is growing up. They include events that affect a child directly (such as abuse) or indirectly (such as living with domestic abuse or a parent with mental health problems.) ACES can be single events, long term or repeated experiences. ACES are very common – about half of all people will have experienced one ACE and about one in ten will have experienced four or more ACES. Research shows the more ACES that occur (in childhood) the higher the chances of adults having poor mental health and also physical health conditions such as liver disease and cancer. Having more ACES also increases the likelihood of engaging in health harming behaviours such as smoking, using drugs, criminal behaviour, early sexual activity. A lot of people do not develop problems despite having ACEs. Improving the chances of staying well despite experiencing ACES include relationships with trusted adults, trauma informed practice and physical activity in childhood.

Domestic Abuse

The cross-government definition of domestic abuse or violence is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to:

- Psychological e.g. stalking.
- Physical.
- Sexual.
- Financial.
- Emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Domestic Abuse Act came into force in April 2021. The act sets out the first definition in law of what constitutes domestic abuse. The definition goes well beyond physical violence. It recognises that domestic abuse can be emotional, coercive or controlling or economic. To all within the definition, both victim and perpetrator must be "personally connected". The definition ensures that different types of relationships are captured, including ex-partners and family members. The definition is gender neutral to ensure that all victims and all types of domestic abuse are sufficiently captured, and no victim is excluded from protection or access to services.

The Domestic Abuse statutory guidance provides more detail around the features of domestic abuse, including recognising that the majority of victims are women, the majority of perpetrators are men.

At Radcliffe primary School, we understand the potential short-term and long-term detrimental impact on children's health, wellbeing and ability to learn if they have experienced domestic abuse at home or within their own intimate personal relationships.

Staff at Radcliffe Primary School can identify the signs of domestic abuse and the impact on the child.

Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently if other people are around. Children and young people might also feel frightened or confused, keeping the abuse to themselves. Common indicators that a child may be witnessing domestic abuse could include:

- Aggression/bullying.
- Anti-social behaviour.
- Anxiety, depression, suicidal thoughts.
- Attention seeking.
- Bed wetting, nightmares or insomnia.
- Constant or regular sickness, like colds, headaches, mouth ulcers.
- Drug or alcohol misuse.
- Eating disorders.
- Problems in school, difficulty concentrating and/or learning.
- Tantrums.
- Withdrawal.

Teenage Relationship Abuse

Teenage Relationship Abuse is a pattern of harmful, controlling, coercive or abusive behaviour within an intimate or dating relationship involving young people. It can happen in current or previous relationships and can occur in person or online.

Physical, sexual and emotional abuse, stalking, criminal exploitation, including financial exploitation.

It can include:

- **Physical abuse** – hitting, pushing, kicking, restraining or other physical harm.
- **Emotional or psychological abuse** – humiliation, insults, threats, intimidation or deliberately making someone feel frightened or worthless.
- **Controlling or coercive behaviour** – controlling who someone sees, where they go, what they wear, what they do or who they communicate with.
- **Digital abuse** – demanding passwords, checking phones, monitoring location, controlling social media accounts, repeatedly messaging or using technology to monitor or intimidate someone.
- **Sexual abuse** – pressuring, coercing or forcing someone to engage in sexual activity, including sharing or requesting sexual images.
- **Financial abuse** – controlling money, taking possessions or pressuring someone to provide money or buy things.
- **Jealousy and possessiveness** – treating jealousy as proof of love, isolating someone from friends or family, or demanding constant contact.
- **Threats and intimidation** – threats to harm the young person, themselves, friends, family or pets if the relationship ends or the young person does not comply.

Operation Encompass

Operation Encompass operates at Bury Council. It helps the police and schools/colleges to work together to provide emotional and practical help and support to children and their parents/carers who are or have experienced domestic abuse. The system ensures that when the Police are called to an incident of domestic abuse, e.g. where there are children in the household who have experienced the domestic incident e.g. the Police will inform the Generic email address provided by the school as per Operation Encompass Guidance. This email will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and they can provide trauma informed support to the child or the parent according to their needs. As a school/college we understand that this is not a mechanism to investigate any referrals.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time for a call from the team can be booked.

Contextual Safeguarding Issues (previously known as extra-familial harm)

All staff at Radcliffe Primary School are aware of Contextual Safeguarding issues and that these issues can put children or young people at risk of harm. Contextual Safeguarding is an approach to understanding, and responding to, children/young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. All staff should be aware of Contextual Safeguarding and how this can impact on the child.

Children and young people may encounter risk in any of these environments e.g. outside of the family home. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual Safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's ever-changing landscape.

Common behaviours linked to children who are at risk of contextual safeguarding issues include drug taking, knife crime, alcohol abuse, deliberately missing from home or being absent from education and sharing nudes or semi-nude images/videos previously known as sexting (also known as youth produced sexual imagery) put children in danger. (This list is not exhaustive).

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where children or young people may receive something e.g. food, accommodation, drugs, alcohol, gifts or simply affection as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops.

Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including online bullying (cyberbullying) and grooming. It is important to recognise that some children/young people who are being sexually exploited do not exhibit any external signs of this abuse and sometimes they are unaware that this is happening.

The school curriculum (whereby RSE/PSHE is delivered) will include relevant information around the risks associated with CSE and work with partners to minimise the risk.

The school Online Safety Policy will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable blocks, filtering and monitoring software is in place.

All staff should be aware of how to understand and identify the risk of these harms.

School staff will be aware of the following indicators that a child is the victim of CSE:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.

This can be committed or facilitated by an organised network or gang, and victims may identify as part of this group.", "This may constitute as modern slavery…" and a reference to Modern Slavery statutory guidance, including referral expectations. The National Referral Mechanism (NRM) is for adults and not children.

Referring cases: Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion concerns remain, Local Safeguarding Procedures will be triggered, including a referral to the Local Authority: The Complex Safeguarding team (CST) via Multi Agency Safeguarding Hub (MASH).

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE):

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years, this would be criminal exploitation.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can place both boys and girls being criminally exploited at higher risk of sexual exploitation.
- Can be perpetrated by individuals or groups, males or females, and young people or adults.
- This type of harm can be committed or facilitated by an organised network, or gang and children may identify as part of one of these groups.
- Most sexual abuse is committed by someone known to the victim.
- Children are not always recognised as victims and can be criminalised for actions they take while under coercion.

All staff are aware of how to understand and identify the risk of these harms and recognise that the experiences of girls being criminally exploited and the indicators of CCE for girls can be very different to boys.

County Lines: County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the County Lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school). If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services e.g. Complex Safeguarding Team/third sector organisations who offer support to victims of county lines exploitation.

School staff will be aware of the following indicators that a child is the victim of County Lines:

- Persistently going missing or being found out of their usual area.
- Unexplained acquisition of money, clothes, or mobile phones.
- Excessive receipt of texts or phone calls.
- Relationships with controlling or older individuals or groups.
- Leaving home without explanation.
- Evidence of physical injury or assault that cannot be explained.
- Carrying weapons.
- Sudden decline in school results.
- Becoming isolated from peers or social networks.
- Self-harm or significant changes in mental state.
- Parental reports of concern.

Child on Child Abuse: including sexual violence and sexual harassment

All staff understand the reference to child on child and how this type of abuse is a safeguarding issue for all children involved information on the preventable nature of child-on-child abuse, including the importance of recognising behaviours and indicators early.

All staff are aware that children can abuse other children (often referred to as Child-on-Child abuse (including harassment and violence). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying) prejudiced based and discriminate bullying e.g. the misogyny or misandry.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Abuse in intimate personal relationships between children/peers.
- Child-on-child abuse (including harassment and violence) the times when children might be at highest risk around the school day, such as immediately after school.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sending nudes/semi nudes (previously known as sexting or known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Physical may include an online element that facilitates, threatens and or encourages physical abuse.
- Causing someone to engage in sexual activity without consent.

Procedure:
All staff are aware of Child-on-Child abuse and where they would need to report this e.g. DSLs.

In respect of sexual violence and sexual harassment between children, our school, Radcliffe Primary School will take a proactive approach to prevent such incidents from taking place. At Radcliffe, safeguarding is taught as part of the curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers/other children safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe e.g. through PSHE/RSE e.g. Healthy Relationships, British Values, Anti-bullying, Online safety etc.

Pupils will be made aware of what constitutes unreasonable pressure from peers/other children to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by child/ren will be treated as seriously as Allegations of abuse from an adult, it should never be dismissed as normal behaviour. Staff should report such concerns to the DSL.

At Radcliffe Primary School we understand the importance of ensuring children understand the law on child-on-child abuse is there to protect them rather than to criminalise them.

At Radcliffe Primary School we understand the emphasis and the importance of understanding intra familial harms and any necessary support for siblings following incidents.

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults.

- The DSL will implement robust reporting procedures for child-on-child abuse and communicate these to All staff, pupils and parents/carers as appropriate.
- Reports made regarding child-on-child abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant agency, e.g. the Early Help teams, Police or MASH where required:

MASH: Multi-Agency Safeguarding Hub: 0161-253-5678 (8:45 – 4:45)
Emergency Duty Team: 0161-253-6606 (Out of Office hours)
Complex Safeguarding Team: Contact MASH as above
POLICE: 999

Targeted Early Help Teams:
Bury East Locality Team (Tottington/Ramsbottom) Telephone: 0161 253 5200
Whitefield Locality Team (Prestwich) Telephone: 0161 253 5077
Radcliffe Locality Team Telephone: 0161 253 7465/7468

- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline, NSPCC etc.
- The DSL will keep the victim, the alleged perpetrator and their families up to date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.
- Senior leaders at Radcliffe Primary School understand the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry.
- The school's values and standards in this area is underpinned in our positive behaviour policy, pastoral support system, as well as a planned programme of RSE.
- At Radcliffe Primary School we understand that we should be part of discussions with statutory safeguarding partners.

Serious Violence

All staff should be clear as to the school's or college's policy and procedures with regards to serious violence.

- Serious violence is an ongoing safeguarding concern and may involve physical assault, the carrying or use of weapons, and potential criminal exploitation.
- Concerns about a child carrying, using or intending to use a weapon should be reported to the designated safeguarding lead (DSL), who should carry out a risk assessment.
- Schools play a key role in protecting children from violence, and staff should be aware of the signs and risk factors.
- Targeted interventions such as mentoring or therapeutic support are key.

All staff to be aware of risk factors to look out for which may increase the likelihood of involvement in serious violence. Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school.
- A change in friendships.
- New relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Permanently excluded from school.
- Experienced child maltreatment.
- Involved in offending such as theft or robbery.
- Truancy.
- Peers involved in crime and/or anti-social behaviour.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime, will immediately report their concerns to the Designated Safeguarding Lead (DSL).

Sexual Violence and Sexual Harassment

As per KCSiE 2026, schools and colleges should respond to all signs, reports and concerns of child-on-child sexual violence and harassment; including those that have happened outside of school or college premises, and/or online. Staff should maintain a culture of 'It Could Happen Here'.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

- Dismissing or tolerating such behaviours risks normalising such behaviours by dismissing or tolerating them.

What is sexual violence?
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally see Sexual Offences Act 2003 available at Legislation.gov.uk 93 penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.

What is consent?
Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

What is Sexual Harassment?
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - Non-consensual sharing of sexual images and videos.
    - Artificial intelligence/AI generated images.
    - Sexualised online bullying.
    - Sending nudes/semi-nudes (previously known as sexting/youth produced imagery) is when someone shares a sexual message, naked or semi-naked image, video or text message with another person. It doesn't have to be a nude image of them and could be an image of someone else. Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. Many young people also share them on social media channels.

Response to Sexual Harassment
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or a deputy).

All staff should:

- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Be aware that children might not tell staff about their abuse and that staff may overhear a conversation and be alerted to look out for changes in behaviour.
- Be aware of the zero-tolerance approach to sexual violence and sexual harassment.
- Report incidents of sexual harassment to their DSL.
- Understand that there are definitions of the terms "victims" and "perpetrators"
- At Radcliffe Primary School we understand the emphasis and the importance of understanding intra familial harms and any necessary support for siblings following incidents.

Senior Leaders and DSLs and Deputy DSLs:

- The Senior Leaders, DSLs and deputy DSLs at Radcliffe Primary School understand the emphasis and need to work with the relevant agencies to undertake discussions with statutory safeguarding partners e.g. Police, Health, MASH/CSC.
- SLT, DSLs and deputy DSLs understand the importance of ensuring children understand the law on child-on-child abuse is there to protect them rather than criminalise them.

At Radcliffe Primary School, we consider the following discussions with DSLs and other statutory partners within our setting in relation to the following:

- What sexual violence looks like.
- What sexual harassment looks like.
- What harmful sexual behaviour is.
- How to prevent abuse.
- The importance of confidentiality and anonymity.
- Discipline.
- Support for victims and perpetrators.
- How to advise and support parents and carers.
- How to safeguard other children with consideration of the implementation of a risk assessment and/or safety plan.

All referrals to either Greater Manchester Police or Children's Social Care regarding sexual violence and sexual harassment should be considered in conjunction with the Child Protection Procedures.

Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexualised behaviour which is displayed by children and young people, and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

Hackett (2010) defines Harmful Sexual Behaviour as: 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

In addition, sexual behaviour between young people, where one of the children is much older can be considered harmful (especially if there is more than two years difference, and if one is pre-pubescent and one is not). However, a younger child can still harm an older child.

Harmful sexual behaviour is characterised by a range of behaviours that can include:

- Sexual name-calling.
- Sexual harassment.
- Online sexual bullying.
- Sexual image sharing.

- Sexual assault.
- Rape

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.

Harmful sexual behaviour is especially difficult issue to deal with, partly because it is hard to think of children sexually abusing other children, but also because it is not always easy to tell the difference between abusive and normal sexual behaviours in children. Children, particularly in the younger age groups, may engage in such behaviour with no knowledge or intent. It is important to consider what is developmentally appropriate.

While around one third of child sexual abuse is committed by other children and young people under the age of 18, the circumstances are often very different from when adults abuse, meaning they often require a different response.

In such circumstances, instead of talking about 'the abuser', we often use the term 'young person who has exhibited harmful sexual behaviour'. As children themselves, they have the right to be protected and supported to lead better lives. We must not ignore the risk they may continue to pose, but we must also recognise that, with the right help, the vast majority will not re-offend.

In conclusion, the process of dealing with referrals for HSB should not be seen as somehow separate or different to child sexual abuse referrals of any other type and in order that children are safeguarded (victim and/or perpetrator) agencies and their representatives will need to commit to the multi-agency requirements for Child Protection Strategy Discussions/Meetings.

Consider following Bury Council processes for a safeguarding referral: Multi Agency Safeguarding Hub MASSH – 0161-253-5678 for a Consultation or MASSH referral.

All referrals to either Greater Manchester Police or Children's Social Care regarding HSB should be considered in conjunction with the Child Protection Procedures.

Sharing nudes or semi-nudes

This section clarifies that all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or nonconsensual. At INSERT SCHOOL/COLLEGE we take a proportionate approach that considers the age, development and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability. Universal services and community based early help assessment.

Upskirting

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

Honour Based Abuse (HBA)

Honour-Based Abuse (HBA) sometimes referred to as Honour-Based Violence (HBV), encompasses incidents or crimes committed to protect or defend the perceived honour of a family and/or community. HBA can include, but is not limited to, forced marriage, female genital mutilation (FGM), so-called honour-based violence, controlling or coercive behaviour, threats and other forms of physical, emotional or psychological abuse. HBA may involve multiple perpetrators and wider family or community pressure. All forms of HBA are abuse and must be treated as safeguarding concerns. Honour based abuse is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. HBA occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
Examples of HBA:

- Physical abuse (kicking and beating).
- Psychological pressure (strict monitoring, humiliation, threats).
- Forced marriage.
- Abandonment (leaving someone in their country of origin or sending them back there).
- Forced suicide.
- Honour killing (murder).
- Female Genital Mutilation (FGM) FGM is encompassed within the term Honour Based Abuse.

All staff and volunteers will report All cases of suspected Honour Based Violence (HBV) to the DSL immediately.

Female Genital Mutilation (FGM)

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

Whilst all staff must speak to the Designated Safeguarding Lead (DSL) or deputy with regards to any concerns about female genital mutilation (FGM), there is a mandatory reporting duty for teachers. If a teacher, in the course of their work 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 to the police. If FGM hasn't been carried out but there is evidence that the child is at risk of FGM or a disclosure of risk, the DSL will contact the MASH Team: 0161-253-5678 to seek advice.

- All staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them.
- At Radcliffe Primary School, if a child accidentally shows their female genitalia to a staff member without being asked this must be reported to the DSL or the headteacher immediately and recorded on their internal record keeping systems.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help but not being explicit about the problem due to embarrassment or fear.

Breast Ironing

Breast Flattening or Breast Ironing is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts.

Forced Marriage

Forced Marriage is one where one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion and is an abuse of human rights. Schools play an important role in safeguarding children from being forced to marry. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A forced marriage is not the same as an arranged marriage. In an arranged marriage the families take a leading role in choosing the marriage partner, but the marriage is entered into freely by both parties. Forced marriage is illegal in England and Wales. Forced marriage cannot be justified on either religious or cultural grounds. The legal age of marriage is now eighteen years.

Indicators that Forced Marriage or HBA may have already taken place include the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

Modern Slavery

Modern slavery encompasses exploitation, including sexual exploitation, criminal exploitation, human trafficking, slavery, servitude and forced or compulsory labour. The National Referral Mechanism (NRM) is the UK framework for identifying and supporting potential victims of exploitation and modern slavery. KCSIE 2026 makes clear that exploitation and modern slavery are forms of child abuse and that relevant child protection procedures must be followed where modern slavery or trafficking is suspected.

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery and understand that children may be at risk of harm inside or outside of school, at home or elsewhere, and online. Staff should remain professionally curious and report any concerns to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding and child protection procedures.

Where there are concerns that a child may be a victim of modern slavery, trafficking, child criminal exploitation (CCE) or child sexual exploitation (CSE), the DSL should consider the need for both a child protection referral and, where appropriate, a referral through the National Referral Mechanism (NRM). KCSIE 2026 specifically states that a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

All staff must report concerns or information indicating that a child or their family may be experiencing modern slavery, trafficking or exploitation to the DSL without delay. Staff should not attempt to investigate the concern themselves.

All staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery.

Sharing Nudes or Semi-Nude Images/Videos

(Previously known as sexting and the sharing of indecent images of pupils)

At Radcliffe Primary School, we ensure that staff are aware to treat the sharing of indecent images of pupils through sharing nudes or semi-nude images/video as a safeguarding concern:

- Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and/or harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes/semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils and how and when to report instances of sharing nudes or semi-nude images/video.
- Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sharing nudes or semi-nude images/video that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL. The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
  1) **Aggravated**: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
  2) **Experimental**: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil. Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:
     - Discuss this decision with the headteacher or member of the SLT/DSL team.
     - Record how and why the decision was made using defensible decision making.
     - Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL will escalate the incident to MASSH.
     - Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available as well as contacting the Police.

Safeguarding Children with SEND

We are using the term special educational needs and disabilities (SEND) to refer to children but may also include, additional needs, require additional support for learning and/or additional learning or support needs.

At Radcliffe Primary School, we are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. They are three to four times more likely to be at risk of abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- 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 than other children.
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school/college or the consequences of doing so.

We therefore:

- Raise staff awareness about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations.
- Offer support for those staff working with children with SEND.
- Ensure that every child has a way of communicating their voice and that it is listened to and responded to.
- Closely monitor children with SEND through high vigilance of staff and the open ethos of the school.
- Offer pastoral support to children with SEND when monitoring has identified that they require this additional support.
- Every child in school knows that they can communicate any worries they might have with any adult in school.
- Maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Further information can be found in the departments:
SEND Code of Practice 0 to 25 years and Supporting Pupils at School with Medical Conditions. And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Change in term: Autism: The term 'autism spectrum disorder 'has been replaced with 'Autism' throughout the guidance to align with SEND code of practice.

Safeguarding children with medical conditions:
At Radcliffe Primary School we understand highlights that a safeguarding referral would only be needed where an incident indicated that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to a school or where children are repeatedly sent to school without essential medication.

The Prevent Duty

At Radcliffe Primary School we are subject to the Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015). In carrying out our functions, we are required to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Duty forms part of our wider safeguarding responsibilities and should be applied alongside our existing safeguarding and child protection procedures.

The purpose of Prevent is to stop children and young people from becoming terrorists or supporting terrorism. We recognise that children and young people may be susceptible to radicalisation through a range of factors and influences, including exposure to extremist or terrorist material online, harmful narratives, social media, peers, family members or other individuals. There is no single pathway to radicalisation, and concerns should therefore be considered in the context of the individual child's vulnerabilities, circumstances, behaviour and protective factors.

At Radcliffe Primary School we will undertake a risk-based and proportionate assessment of the risk of children/young people being drawn into terrorism, including through online activity. Where risks are identified, appropriate measures and an action plan will be put in place to mitigate those risks. As a school we will work effectively with relevant statutory partners e.g. MASSH including the local authority, local Prevent partners, children's social care and the police, where appropriate.

All staff are alert to changes in behaviour or other indicators that may suggest a child is vulnerable to radicalisation or extremist influence. Any concerns should be reported to the Designated Safeguarding Lead (DSL) without delay. Staff would not attempt to investigate the concerns themselves. The school will ensure that staff receive appropriate Prevent awareness training and understand the procedures for raising and responding to concerns.

Where a child is considered to be susceptible to radicalisation, our DSL will consider the most appropriate safeguarding response and, where necessary, seek advice from or make a MASSH/Prevent referral to the relevant local authority. A Prevent referral is intended to provide early support and should be considered as part of the school's wider safeguarding response. Where there is an immediate risk of harm or criminal activity, the appropriate emergency or safeguarding procedures will be followed e.g. MASSH/POLICE.

Where appropriate, individuals referred through Prevent may be considered for support through the Channel programme. Channel is a voluntary, early-intervention programme designed to provide support to people who may be susceptible to radicalisation. Consent is required for Channel support, and the process should be proportionate and centred on the individual's needs.

Staff responsibilities

All staff must:

- Understand their responsibilities under the Prevent Duty and the school's safeguarding and child protection procedures.
- Remain alert to signs that a child may be vulnerable to radicalisation or extremist influence, including online.
- Report any concerns about a child's welfare, behaviour or vulnerability to radicalisation to the DSL without delay.
- Support a safe environment in which children can discuss controversial or challenging issues and develop the knowledge, skills and resilience to challenge extremist narratives.
- Follow the school's procedures where a Prevent concern is identified.

At Radcliffe Primary School we ensure that Prevent considerations are incorporated into its safeguarding arrangements, risk assessment, staff training, curriculum and online safety arrangements, as appropriate and proportionate to the risks identified locally.

Preventing Radicalisation

At Radcliffe Primary School: We know that children and young people may be susceptible to radicalisation and extremist influences. Protecting children from the risk of being drawn into terrorism is part of our school's wider safeguarding responsibilities. The Prevent Duty requires our school to help prevent the risk of people becoming terrorists or supporting terrorism and to intervene early where there are concerns that an individual may be susceptible to radicalisation:

- **Extremism** refers to the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or undermine the rights and freedoms of others; or which seeks to undermine or overturn the UK's system of liberal parliamentary democracy and democratic rights. Our school staff are alert to both violent and non-violent extremist narratives where these can reasonably be linked to terrorism.
- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.

- **Terrorism** is defined in section 1 of the Terrorism Act 2000. In summary, it involves the use or threat of serious violence against a person or serious damage to property, where the action is designed to influence the government or intimidate the public or a section of the public, and is intended to advance a political, religious, racial or ideological cause.

We understand that there is no single profile of a person who may become radicalised and no single pathway to radicalisation. A range of factors may contribute to an individual's susceptibility, including exposure to radicalising influences, real or perceived grievances, extremist or terrorist content online, relationships with peers or others, and individual circumstances or vulnerabilities. These factors may occur individually or in combination.

Our staff remain alert to concerning changes in a child's behaviour, circumstances or presentation, including changes that may indicate exposure to extremist or terrorist influences. However, individual behaviours or beliefs should not automatically be interpreted as evidence of radicalisation. Our staff would consider concerns in the context of the child's wider circumstances, vulnerabilities, protective factors and any other relevant information.

Our DSL, and any deputy DSLs, are familiar with the school's local Prevent referral arrangements and maintain effective links with the local authority Prevent team, police and other relevant safeguarding partners. Where there is uncertainty about whether a Prevent referral is appropriate, advice should be sought from the relevant local Prevent partners.

Where appropriate, a person who is susceptible to radicalisation may be offered support through Channel, which provides early intervention to help prevent people from becoming involved in terrorism. Prevent is intended to operate alongside, and as part of, the school's existing safeguarding arrangements.

Current 2026 resource: the Home Office also published Key Principles of Prevent in February 2026, specifically to support practitioners when considering whether to make a Prevent referral.
Government Key Principles of Prevent Feb 2026

What should I do if I am concerned that someone is becoming radicalised?

If you're concerned about someone in your community, please contact your local Police force by dialling 101 and ask for the PREVENT team, or if you require urgent police assistance dial 999.

The Counter Terrorism Northwest Officer for Bury is Caelan Lord 07469 129538

Channel

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

Home Office and Prevent Training: Roy Thickett r.thickett@bury.gov.uk

LGBTQ+

Children who are questioning their gender: At Radcliffe Primary School we understand that there may be circumstances where a child or their parent has raised a request to the school relating to social transition. At Radcliffe we take time to understand the thoughts and feelings of children who are questioning their gender and be professionally curious about the child's experiences, including potential vulnerabilities. We also consider adopting policies that maintain flexibility and avoid rigid rules based on gender stereotypes.

Considering requests for support with social transition:

- Members of staff at Radcliffe Primary School should not adopt any changes relating to social transition unless a decision has been made by the school following involvement from the child's parents or carers.
- At Radcliffe Primary School we ensure that the decision-making process around requests for support with social transition is documented and records are kept.
- At Radcliffe Primary School we would consider whether pupils would be best supported by a policy on social transition which explains the steps the school would take.

Mental Health

At Radcliffe Primary School all staff are aware that mental health/emotional wellbeing issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health condition or are at risk of developing one.

At Radcliffe Primary School we understand that the role of all staff is not to diagnose mental health problems, but that staff can help to fulfil four key roles:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
- making sure early targeted support is provided
- liaising with and referring to specialist services where needed, for example, Early Break, The Starlight Programme and RISE
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy DSL.
- The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

At Radcliffe Primary School, we understand that we have an important role to play in supporting the mental health and emotional wellbeing of our pupils In the first instance, it is the class teacher's responsibility to support mental health and wellbeing, supporting by other adults who work in the class. Beyond this, additional support is available from our SLT and Safeguarding Team. When necessary, the school will work with external agencies to support children and their families.

Online Safety

The Internet is an essential part of everyday 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.

At our school we recognize that it is essential that children are safeguarded from potentially harmful and inappropriate content/online material. Our approach to online safety ensures that we protect and educate pupils, students and staff in their use of technology, and we ensure that we establish mechanisms to identify, intervene in and escalate concerns where appropriate.

We recognize the impact of the Online world through the use of children's phones and therefore following Children's and Wellbeing Act 2026 and KCSiE 2026 and other guidance we have adopted a phone-free

environment; we have adopted a Mobile Phone policy which outlines our relevant policies and procedures for a mobile free environment.

Some risks to children being online could include the following:

- Child sexual exploitation.
- Child criminal exploitation.
- Radicalisation.
- Sexual abuse.
- Grooming and/or cyber bullying.

Technology can often provide the platform that facilitates harm. At Radcliffe Primary School we have an effective approach to online safety and educate both staff and children.

At Radcliffe Primary School, we support the community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

At Radcliffe Primary School we communicate with parents and carers to reinforce the importance of children being safe online and share the following information with parents/carers:

- What systems they have in place to filter and monitor online use.
- What they are asking children to do online, including the sites they will ask to access.
- Who from the school or college (if anyone) their child is going to be interacting with online.

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

1. **Content:**
   Being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories. "Content" has been updated to clarify misinformation, disinformation (including fake news) and conspiracy theories are also classed as safeguarding harms. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content.
2. **Contact:**
   Being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. **Conduct:**
   Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying.
4. **Commerce:**
   Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

At Radcliffe Primary School, we recognise the importance of online safety training for staff, including monitoring and filtering and the requirements to ensure children are taught about safeguarding, including online safety. The DfE has published Filtering and Monitoring Standards which set out guidance for our school:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.
- We carry out robust checks for monitoring and filtering at least annually.

Staff at Radcliffe Primary School participate in Online Safety training at Induction.

At Radcliffe Primary School we have considerably enhanced information covering online safety, remote learning, blocks and filters, monitoring information security, cybercrime, reviewing online safety provision and information and support.

Where pupils need to learn online from home, Radcliffe Primary School will support them to do so safely.

At Radcliffe Primary School we understand that a significant part technology has on safeguarding and wellbeing issues of children and young people including social media. Social media can provide positive connectivity for children however it can also make children vulnerable to abuse.

At Radcliffe Primary School, we provide advice and guidance on safety on social media and digital resilience. This is explored through the curriculum and any issues around the use of social media e.g. grooming or cyberbullying or any issues around social media can be reported to the DSL where a multi-agency safeguarding response will be considered e.g. Police and/or MASSH.

We will ensure that appropriate blocks and filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate, harmful and/or unacceptable, including terrorist and extremist material. This oversight is taken place by the Governors. KCSiE 2026 highlights the appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The guidance also includes new duties on deepfakes, nudification apps and Generative AI imagery.

The section highlights that schools should carry out a review of filtering and monitoring systems at least once a year. The review should include checks that filtering is working appropriately on all devices connected to the internet. A record should be kept on these checks.

- We use South West Grid for Learning (tool to check whether our filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content) termly.
- 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, through assemblies, lessons and adult support.

- We have separate Acceptable Use Agreements for both staff and children. This covers the use of all technologies and platforms used, both on and offsite.
- We follow the guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website.
- We work with parents to promote good practice in keeping children safe online, digital resilience, including to support their children learning at home. This includes information on our website, newsletters and ClassDojo.
- We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.
- Online safety additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:
    - Aware of and understand the systems in place.
    - Manage them effectively.
    - Know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online.

School share information with parents/carers about:

- What systems they have in place to filter and monitor online use.
- What they are asking children to do online, including the sites they will be asked to access.
- Who from the school or college (if anyone) their child is going to be interacting with online.

The DSL at Radcliffe Primary School is the leader responsible for filtering and monitoring on school devices.

At Radcliffe Primary School we are aware that the UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. Southwest Grid for Learning (swgfl.org.uk) have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content).

Cybercrime

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

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- Denial of Service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

The DSL and team are aware that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. The DSL should consider referring into the Cyber Choices Programme. This is a nationwide Police programme supported by the Home Office and led by the National Crime Agency, working with regional and local Policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. The DSL will work with the relevant services to ensure that the child/ren and families access the right support.

Children and The Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are now two age-appropriate guides included for schools to support children in the court system. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Age 5-11 ywp-5-11-eng.pdf (publishing.service.gov.uk)
ywp-5-11-eng.pdf (publishing.service.gov.uk)

Age 12-17 ywp-12-17-eng.pdf (publishing.service.gov.uk)
ywp-12-17-eng.pdf (publishing.service.gov.uk)

Children With Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (The National Information Centre on Children of Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children with family members in Prison may be classed as vulnerable. The DSL will work closely with the family to ensure that they have the right support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead DSL (and/or any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include the following:

- Household debt, rent arrears, domestic abuse, anti-social behaviour.
- Any mention of a family moving home because "they have to".

However, it should also be recognised in some cases children/young people could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Referrals to the Local Housing Authority do not replace referrals to MASSH/CSC where a child is being harmed or at risk of harm. For 16 and 17-year-olds, homelessness may not be family-based and referrals to MASSH/CSC will be made as necessary where concerns are raised. Children's services will be the lead agency for these young people, and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Targeted Early Help

Targeted Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but staff will be alert to the potential need for early help for children who:

- Have a disability or has certain health conditions and has specific Special Educational Needs or Disabilities - SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Have a mental health need.
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups e.g. county lines.
- Are frequently missing or going missing from care or from home.
- Have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Are Misusing drugs or alcohol themselves.
- Are at risk of modern slavery, trafficking or sexual/criminal exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Have certain health conditions and has specific additional needs.
- Have a mental health need.
- Are risk of sexual or criminal exploitation.
- Have a parent/carer in custody or in prison or are affected by parental offending.

- Are at risk of 'honour' based abuse such as FGM or Forced Marriage.
- Are persistently absent from education, including persistent absences for part of the school day.
- Are privately fostered.

Targeted Early Help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local Early Help process and understand their role in it. The DSL will take the lead where early help is appropriate.

Safeguarding/Child Protection Policy & Procedures

Child's Voice

Children are encouraged to contribute to the development of policies and share their views. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim be made to feel ashamed for making a report.

Children who identify as LGBTQ+ should have a trusted adult who they can be open with.

At Radcliffe Primary School, we ensure that we create a culture of listening.
Where there are safeguarding concerns, the Trustees, the local governing committee and school leaders ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.

Systems are in place, and 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.

Children are aware via posters, displays, school assemblies and lessons how they can report abuse and that their concerns are taken seriously.

Attendance

The school recognizes that regular attendance is fundamental to safeguarding, promoting welfare, achieving positive educational outcomes and supporting children to thrive. Poor attendance, persistent absence and severe absence may indicate that a child is at risk of harm, neglect, exploitation, unmet need, mental health difficulties, bullying, abuse or other vulnerabilities. As such, attendance is everyone's responsibility and is viewed through a safeguarding lens.

In accordance with the school's Attendance Policy and the statutory guidance *Working Together to Improve School Attendance*, the school adopts a support-first approach and works proactively with children, parents/carers and partner agencies to identify and remove barriers to attendance at the earliest opportunity. Attendance is monitored closely, and emerging concerns, patterns and trends are routinely reviewed. Where attendance causes concern, timely action is taken to understand the underlying causes and provide appropriate support.

The school maintains a whole-school culture that promotes the benefits of good attendance whilst recognising that some children and families may require additional support. This may include pastoral support, Early Help assessments, Team Around the Family meetings, parenting support, health referrals, SEND support, attendance action plans or other targeted interventions designed to improve attendance and engagement.

Where a child is subject to an Early Help plan, Child in Need Plan, Child Protection Plan or is a Child Looked After, attendance will form a key part of all multi-agency discussions. Professionals should actively consider

whether poor attendance is contributing to wider safeguarding concerns or whether safeguarding concerns are impacting on a child's ability to attend school. Educational neglect should be recognised as a potential safeguarding concern, and agencies should work collaboratively to ensure children receive their right to a suitable education.

The school will work closely with the Local Authority, Early Help, Children's Social Care, Health Services, School Attendance Teams and other relevant professionals to support children whose attendance is a concern. Information will be shared appropriately in accordance with safeguarding and data protection requirements where there are concerns regarding a child's welfare.

The school understands its statutory duties relating to Children Missing Education (CME), exclusion, off-rolling, part-time timetables, elective home education and attendance registers.

The school will make all required notifications to the Local Authority and will follow local procedures where a child is at risk of becoming missing from education. Particular attention will be given to vulnerable groups who may be at greater risk of becoming disengaged from education.

School leaders, governors and staff understand that a child missing education is a potential indicator of abuse, neglect, exploitation, forced marriage, child criminal exploitation (CCE), child sexual exploitation (CSE), radicalisation or other safeguarding risks. As such, robust systems are in place to identify, monitor and respond to attendance concerns promptly.

Further information can be found in the school's Attendance Policy, Children Missing Education procedures and Local Authority for Attendance guidance.

Children Missing from Education – CME

Children Missing Education (CME) are defined as those of compulsory school age who are not registered at a school and are not receiving education in any other recognised form. These children are often among the most vulnerable in our communities. They may face significant risks, including educational underachievement, exposure to harm or exploitation, and social isolation. Without timely intervention, they are more likely to disengage from learning entirely and may later become NEET – not in education, employment, or training.

We implement the statutory and Local Authority requirements in terms of monitoring and reporting Children Missing from Education (CME) if they have been absent from school for more than twenty school days, part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people.

Tracey Wright Community Learning Officer Responsible for CME
0161 2537670 cme@bury.gov.uk

Children absent from school

Staff at Radcliffe Primary School are aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the School Attendance Policy as well Working Together to Improve School Attendance.

All staff should have an awareness of safeguarding issues that can put children at risk of harm e.g. unexplainable and/or persistent absences from education can be signs that children are at risk.

Electively Home Educated - EHE

Many home educated children can have an overwhelmingly positive learning experience. We would expect the parents/carers' decision to home educate to be made with their child's best education at the heart of their decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Radcliffe Primary School will inform their Local Authority of all deletions from their admission register when a child is taken off roll.

As a school, we know where a parent/carer has expressed their intention to remove a child from school with a view to educating at home (EHE), if there are concerns or safeguarding issues; we would contact the Education team for a further discussion.

Where professionals do not believe that Elective Home Education is in the child's best interests, it is essential to pass concerns to the EHE team. A multi-agency meeting would be arranged to determine whether there are any safeguarding concerns and if the child should be directed back into education.

If you have reason to question whether a child is receiving 'suitable' home education, you can notify the Local Authority:
Matt Sims - Community Learning Officer Responsible for EHE:
0161 2536972 ehe@bury.gov.uk

Gypsy, Roma and Traveler Community - GRT

GRT communities are amongst the most socially excluded, they are often misunderstood and disadvantaged, and they are one of the groups who are most at risk of low attainment in education. Our GRT communities are recognised by Equality legislation. Respect applies not only to adult members of the GRT communities but also children and young people.

Tammy Whittaker - Community Learning Officer for GRT
07879085893 Travellereducation@bury.gov.uk

Alternative Provision (AP)

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted of all the relevant safer recruitment checks, safeguarding checks on staff, quality assurance and check that an appropriate Service Level Agreement is in place.

Children who require access to AP will have a personalized learning plan designed to meet their needs. Their attendance will be monitored rigorously in accordance with the School Register Regulations. Our DSL will work together with the DSL at the Alternative Provider to ensure that any safeguarding concerns are followed appropriately and that Attendance is a key theme with this monitoring.

The Trust, governors and school leaders are aware of the additional risks of harm that their pupils may be vulnerable to when accessing Alternative Provision.

We ensure that we:

- Gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk.
- Have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

- Regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

Work Experience

Where the school has pupils conduct work experience at Radcliffe Primary School, an enhanced DBS check will be obtained if the pupil is over the age of 16 and the code of conduct will be followed along with a clear induction.

Suspensions/Exclusions

The DSL will be involved when a fixed term or permanent exclusion is being discussed, and any safeguarding issues will be considered. If it is open to Early Help, Child in Need or Child Protection Plan, the Early Help Practitioner or Social Worker will be informed.

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

If a child is in Care, and at risk of suspension or is suspended or permanently excluded the school must inform the Virtual School as well as the social worker.

The Attendance Team from Bury Council, Social workers and the Virtual School can now attend the governing body meetings to appeal the permanent exclusion on behalf of the child.

Vulnerable Groups

We ensure that all key staff work together to safeguard vulnerable children.
Weekly meetings are held between the DSLs to ensure the needs of these children are being met.

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:

- Has a disability or has specific needs.
- Has special educational needs (SEND) (whether or not they have a statutory Education, Health and Care Plan).
- Is a young carer.
- Has a social worker.
- Shows signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalized or exploited.
- 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 a privately fostered child.
- Is an international new arrival, refugee or asylum seeker.

- Is looked after (Child Looked After), previously 'looked after child' or under a special guardianship order (SGO).
- Requires mental health support.
- Repeatedly removed from the classroom.
- Repeated suspensions or exclusions.
- On a part-time timetable.
- Is pregnant or is a parent themselves.
- Is exhibiting early signs of abusive, violent or harmful behaviours.

Residential accommodation

Following KCSiE 2026 and the Equality Act 2010 we would:

- Not allow a child to share overnight accommodation with a child of the opposite biological sex.
- Must consider their duties under the Equality Act 2010, their safeguarding obligations and other relevant regulations and standards when allocating sleeping arrangements such as dormitories, tents or shared rooms.
- Should make alternative arrangements if a child does not want to share a room with another child of the same biological sex.
- Should consider the section in this guidance on 'considering requests for support with social transition' where a child's concern reflects a request for support with social transition.

Virtual Headteacher

The role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker. The Bury Council Virtual School provides training and networking opportunities for Designated Teachers to help them carry out their role effectively. As per KCSiE 2026 highlights that virtual school heads should recognise attendance as a key factor in safeguarding and work with local authorities to set and report on targets to improve school attendance.

Designated Teacher

At Radcliffe Primary School, we have a designated teacher, who is a member of the senior leadership team, and they have Qualified Teacher Status (QTS). The designated teacher is responsible for championing the educational needs of children who are looked after and ensure that they have good quality PEPs. They should be the main author and champion of the PEP within the school context.

At Radcliffe Primary School we have high aspirations and expectations for our Children Looked After (CLA) and adopt a trauma informed approach.

Young carers

At Radcliffe Primary School we are alert to the needs of young carers and recognise that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. It highlights that early identification is key to making sure that our young carers receive support at the right time from the right service.

Private Fostering

Private fostering is when a child or young person under the age of 16 (or under age 18 if the child or young person is SEND) is cared for by someone who is not their parent or a 'close relative' for 28 days or more. This is a private arrangement made between a parent and a carer.

Where Radcliffe Primary School becomes aware of a pupil being privately fostered, they will notify the Local Authority Children's Social Care as soon as possible to allow the LA to conduct any necessary checks.

Disqualification Under the Childcare Act

Childcare disqualification is an additional requirement to the general child safeguarding arrangements provided under the Disclosure and Barring Service (DBS) regime, which apply to all children.

At Radcliffe Primary School we are aware that the childcare disqualification arrangements apply to staff working with young children in childcare settings, including primary schools, nurseries and other registered settings, such as childcare provision on college sites.

The arrangements predominantly apply to individuals working with children aged 5 and under, including reception classes, but also apply to those working in wraparound care for children up to the age of 8, such as breakfast clubs and after school care.

Radcliffe Primary School will ensure that appropriate checks are carried out to ensure that individuals to whom these regulations apply are not disqualified under the Childcare Disqualification Regulations 2018. Checks will be recorded in accordance with these regulations.

Regulations and safeguarding requirements relating to school premises:
This new section applies to schools, further education institutions and 16-19 academies. It sets out information on Toilets and Changing rooms and showers.
Toilets:

- At Radcliffe primary School, we do not allow children into toilets designated for the opposite biological sex. This would include where we are responding to requests to support social transition for children who are questioning their gender.
- We provide separate toilets for boys and girls aged 8 and over, apart from where a mixed-sex toilet is in a room intended for use by one pupil at a time and is lockable from the inside. We would assess the safeguarding risks of mixed-sex toilets and plan accordingly.
- If we have a gender-questioning child who does not want to use the toilet designated for their biological sex, we will consider whether the school can provide an alternative toilet facility, without compromising single-sex toilet provision.
- At our school we would keep a clear record of these situations, communicate them appropriately and review them regularly.

Changing rooms and showers:

- We would not allow a child aged 11 years or older at the start of the school year to undress in front of a child of the opposite biological sex.
- We would provide suitable changing accommodation and showers for pupils who are aged 11 years or older at the start of the school year, considering age, numbers, sex and any special requirements they may have.
- When responding to a request to support social transition, we would not allow a child to access changing rooms designated for the opposite sex.
- If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, we would consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be achieved by using a separate fully enclosed room or by using existing facilities at separate times. We would keep a clear record of these situations, communicate with them appropriately and review them regularly.

Case Management, Record Keeping and Multi-Agency Working

Keeping Records:
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 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 for the child/ren.

We keep copies of all referrals to Children and Families Services; the Targeted Early Help Hubs/Family Hubs and any other agencies related to safeguarding children.

We keep our safeguarding records secure. We use CPOMS (cloud based recording) to record all safeguarding concerns. Concerns shared by staff can only be viewed by the DSL and Deputy DSL. They are able to then share information with other staff as needed.

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 we are informed of the new school and request a receipt of receiving such documents. This is sent via CPOMS, whenever possible.

Pupils Moving Schools/Transition

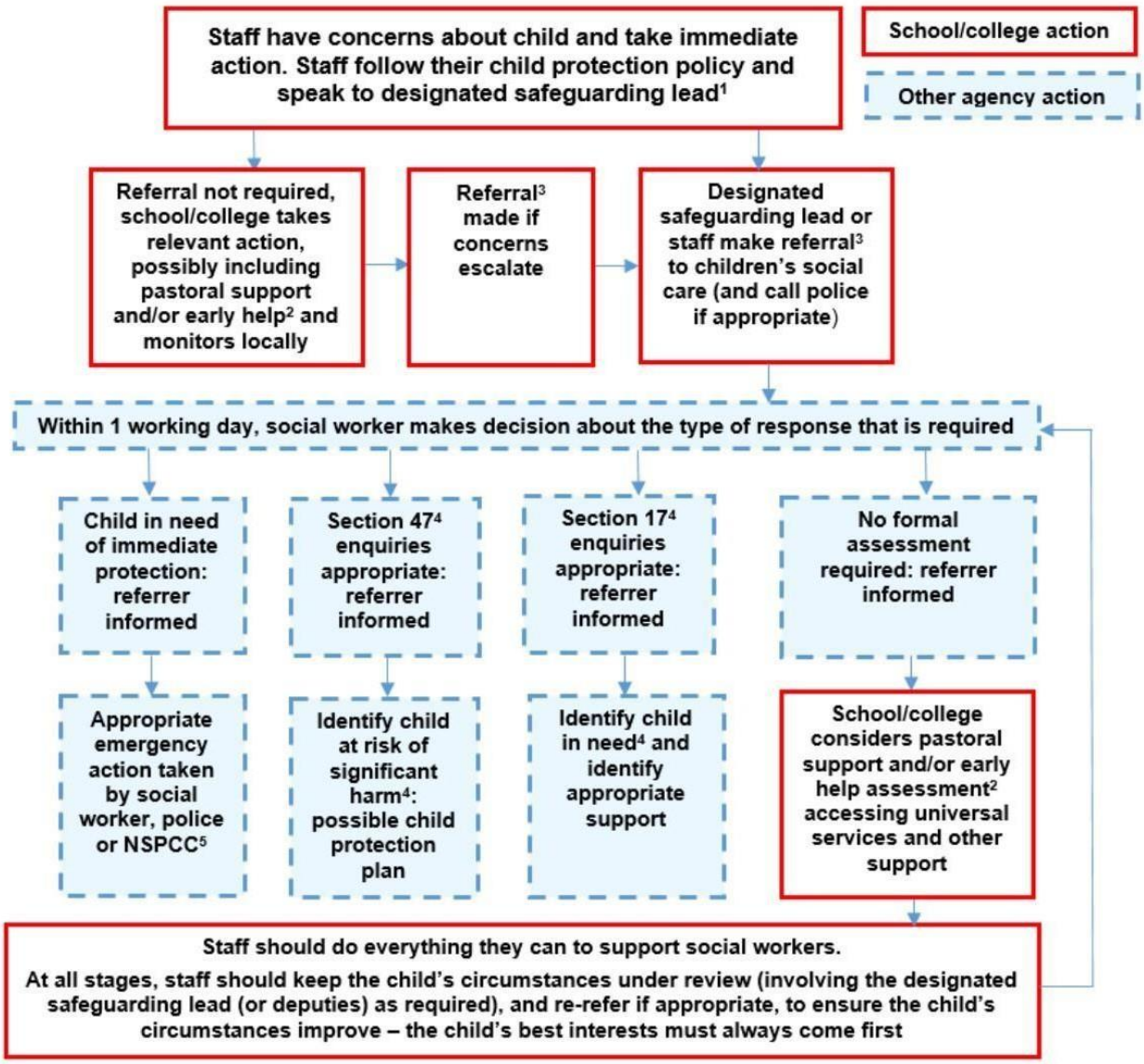
Where pupils are moving to another setting, the school will continue to do whatever it reasonably can to provide the receiving institution with any relevant welfare, safeguarding and child protection information. The DSL will ensure that the receiving school has access to pupils' EHC plans, Child in Need plans, Child Protection Plans or, for CLA/LAC, their Personal Education Plan (PEP), and is informed who the child's Social Worker is (and, for CLA, who the responsible Virtual School is).

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Recording and Reporting Concerns

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, including supply teachers, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead 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, CPOMS, by the staff member informed



Working With Parents/Carers

Parents and carers should be actively involved and their views treated with importance.

The views of the child's parents or carers are always considered. In circumstances where involving parents or carers would put the child at a greater risk than not involving them, the school should involve the DSL to determine what action should be taken.

At Radcliffe Primary School, we explore how best to support conversations with parents and carers, including offering a staff member to be present or speak to parents and carers on the child's behalf there is no reason to share this information any further. In cases where a child speaks to a staff member about their feelings but does not ask the school to make any changes around support with social transition, unless there is a related safeguarding risk.

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 two emergency contacts.

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

We aim to engage with parents/carers through the Local Authority Targeted Early Help processes, including holding 'strength-based model' conversations.

We will inform, and gain consent from parents/carers where 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, Fabricated or Induced Illness (FII) or placing the child at risk of significant harm. We will record our defensible decision making and rationale as to why we have not requested consent.

In such cases, the DSL or Headteacher will seek advice from MASSH/Children's Social Care/Police as appropriate.

Multi-Agency Working

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

We will develop effective links with the Targeted Early Help Hubs and carry out an Early Help Assessment as appropriate.

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. (This list isn't exhaustive).

We will regularly review and report concerns, if necessary, as detailed and will follow Local Authority as well as the Greater Manchester Tri-X procedures if there is a need to re-refer or to escalate with regards to disagreements re: safeguarding cases, this covers the three statutory partners.
Greater Manchester Tri-X ESCALATION procedures

Confidentiality & Information Sharing

Our Trustees, Local Governing committee and our Senior leaders ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the data protection laws.

This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data', understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt, schools should seek independent legal advice.

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

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

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.

When deciding what information to share, we would consider the relevancy of the information, what the receiving setting needs to know and whether the information is clearly presented and suitably contextualized.

Our staff should use professional judgement to make sure that any information shared is focused and proportionate.

Where a pupil is changing settings and information indicates a risk to others and/or the individual pupil, the receiving school is responsible for assessing risk and putting a safety and support plan in place; the DSLs from both settings should have a conversation where there are concerns.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three statutory 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.

We comply with the Data Protection Act 2018 and GDPR in order to ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules. The school uses CPOMs to hold all information about the pupils attending our school.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts 2 and Annex B of KCSiE 2026, and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the school and college, 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).
- 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.

Child Protection (CP) and Child in Need (CiN)

Meetings: Team Around the Family, Strategy, Conferences and Core groups.
The statutory guidance Working Together to Safeguard Children 2026 outlines that strategy meetings must be held whenever there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm.

A Child Protection Conference will be held by Children's Social Care (CSC) if it is considered that the child is suffering or at risk of significant harm.

We will attend and contribute to initial and review Child Protection (CP) conferences, Child in Need (CIN) reviews and relevant multi-agency meetings, including Core Groups. Whenever possible a DSL will attend during the school holidays. A report will always be sent.

Children in need (CIN) KCSiE 2026 states that qualified lead practitioners who are not social workers can lead work with families up to and including section 17. Local authorities, with their safeguarding partners and any relevant agencies, should set out who can act as a lead practitioner in supporting children and their families under Section 17.

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 child/family will need to have as much relevant updated information about the child as possible using the most up-to-date proforma to the Chair, within the required timescales, at least 48 hours prior to the meeting.

Reports will always include the voice of the child, which is especi ally important where there may be barriers to communication. We will discuss and share reports with the parents/carers before the conference.

Concerns/Disclosures by Children, Staff, Volunteers or visitors

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

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

We will make sure that the child or adult who has expressed a 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.

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

Learning From Rapid Reviews

The Bury Safeguarding Children's Partnership (BCSP) will always undertake a Rapid Review (RR) when a child has been seriously harmed or when a child dies (including death by suicide), where abuse or neglect is known or suspected to be a factor in their death or if a child has been significantly harmed.

The purpose 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.

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

A Child Safeguarding Practice Review (CSPR) may also be instructed if they know or suspect that a child has been seriously harmed or died because of abuse or neglect. The CSPR Review Panel and relevant safeguarding partners will co-ordinate reports from education and the three local partners within five working days.

Our DSL and deputies will keep up to date with the findings from Rapid Reviews and other learning reviews both nationally and in Bury.

At Radcliffe Primary School, we understand that the Child Death Overview Panel (CDOP) work in partnership with Bury Council and the Lead Safeguarding Officer for Schools/Colleges. We are aware that we will be contacted following the death of a child for information and as part of the Information sharing agreement; we will share this information.

The Curriculum

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.

Senior Leaders and Governors are aware that the opportunities to teach safeguarding and recognize that a one size fits all approach may not be appropriate for all children and a more personalised and contextualized approach for more vulnerable children, victims of abuse and children with SEND might be needed.

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.

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

Personal Social and Health Education (PSHE), Relationship and Sex Education (RSE), Citizenship and Religious Knowledge 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.

Relationships, Sex, and Health Education

Includes content on online safety, including scams, AI risks, and misinformation, as well as a renewed emphasis on challenging misogyny and understanding power imbalances in relationships:

- **Online Safety, Misandry and Misogyny:** A heavy emphasis on identifying AI chatbots, AI generated content, deepfakes, online financial scams, and the impact of incel culture or online misogyny/misandry.
- **Age-Appropriateness:** Rather than setting strict age limits, the DfE requires schools to ensure all content is age-appropriate and carefully sequenced.
- **Health & Safety:** Expanded guidance on physical safety, bereavement, and using correct, formal names for body parts (including genitalia) to aid in safeguarding.
- **Inclusivity:** A clear mandate to ensure LGBTQ+ pupils feel safe and included in lessons, while maintaining engagement and transparency with parents.
- **Parental Rights:** Parents retain the right to withdraw their children from non-statutory sex education, which is typically only mandated at the secondary level (though recommended in Years 5 and 6 in primary schools).

At Radcliffe Primary School, we ensure that we explicitly embed safeguarding across the curriculum, treating online safety, digital technology, relationships, and behaviour as highly integrated concepts rather than isolated topics e.g.

- **Harmful Attitudes**: The curriculum and broader school culture must actively challenge misogyny, misandry, and harmful sexual stereotyping.

- **Banter Eradication**: we are required to explicitly teach children that low-level misconduct or "banter" can be forms of harassment and will not be tolerated.
- **Child-on-Child Abuse**: Part 5 expands the framework for educating children on the realities of child on child, emphasizing that a lack of reports does not mean it isn't happening.

The Head Teacher ensures that our curriculum is compliant with the latest statutory guidance from the DfE, this is linked to the Trust Health and Relationship Policy (June 2026).

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, Child on Child abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation, Breast Ironing, Human Trafficking, Modern Slavery and Child Criminal Exploitation and County Lines.

All children know that there are adults in our school/setting/college whom they can approach if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. The children are aware of the procedure via posters, assemblies, noticeboards and conversations.

Children are encouraged to contribute to the development of policies, via classroom and assembly conversations and School Council meetings

Safer Recruitment

All staff at Radcliffe Primary School are committed to keeping pupils safe by ensuring that any adults who work or volunteer in school are safe to do so.

We therefore ensure that: Keeping Children Safe in Education, September 2026, Part 3 guidance is adhered to, to ensure that there are strong references and commitment to safeguarding during advertisement, selection and recruitment of any new staff.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity.

A person will be considered to be in 'regulated activity' if, as a result of their work, if they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age. (Regular is defined as; at least 3 times in a 30-day period).
- The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.
- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear.
- There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years and reached the required standard as verified by the course facilitators, to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel.
- Written assurances will be obtained from agencies and other employers that provide staff to work in school, to confirm that appropriate pre- employment checks have been undertaken in line with Keeping Children Safe in Education, September 2026.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer.

- Conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened and are publicly available online and will inform shortlisted candidates of this procedure.
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures.
- Adults who are involved in the management or provision of childcare of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- Disqualification Under the Child Care Act - It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and is evidenced.
- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise disqualification@ofsted.gov.uk
- Regulated activity In line with the Crime and Policing Act 2026, this section removes the supervision exemption from guidance around regulated activity. This means that work carried out in specified places by supervised staff or volunteers now falls under regulated activity. Contractors This section clarifies the types of DBS checks self-employed people are now able to apply for. Volunteers This section has been rewritten to remove the supervision exemption and reflect further changes to regulated activity in line with the Crime and Policing Act 2026.
- Any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children for more than 3 days in a 30-day period or overnight is now in regulated activity. This requires schools to obtain enhanced DBS with barred list checks or work with other relevant settings where the person is volunteering to decide who applies for the check.
- Schools must also obtain enhanced DBS with barred list checks for existing volunteers who now fall under regulated activity.
- In cases where volunteers do not fall under regulated activity, schools should undertake a written risk assessment and use professional judgement to decide which checks, if any, are required. The guidance sets out what this risk assessment should consider.
- We know that the Adults who supervise children on work experience and Duty to refer to the disclosure and barring service sections have been rewritten to reflect the revised definition of regulated activity in the Crime and Policing Act 2026.

Advice can be sought from Human Resources, LADO and/or Lead Safeguarding Officer for Schools/Colleges if any staff are unclear about any aspects of Safer Recruitment.

Susan Roberts - Senior HR Business Partner Schools/Colleges– Bury Council
0161-253-5632 s.roberts@bury.gov.uk

Mark Gay - Local Authority Designated Officer
0161-253-5342/0758-387-250 LADO@bury.gov.uk

Gina French – Community Education and Safeguarding Manager at Bury Council
0161-253-5811 g.french@bury.gov.uk

Lisa Ricketts - Lead Safeguarding Officer for Schools/Colleges at Bury Council -
0161-253-5773/07356-186-267 l.ricketts@bury.gov.uk

Referral to the DBS

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- Engaged in relevant conduct in relation to children and/or adults.
- Satisfied the harm test in relation to children and/or vulnerable adults.

- Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Radcliffe Primary School will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity as well as consulting with the LADO.

Single central record (SCR)

Radcliffe Primary School keeps a Single Central Record which records all staff, including agency and third-party supply staff (even if they work for one day), and teacher trainees on salaried routes, who work at the school, as well as the local governing body, members and trustees of the academy trust.

The following information is recorded on the SCR:

- An identity check.
- A standalone children's barred list check.
- An enhanced DBS check (with barred list check) (this now includes volunteers).
- A prohibition from teaching check.
- A check of professional qualifications, where required.
- A check to determine the individual's right to work in the UK.
- Additional checks for those who have lived or worked outside of the UK.
- Any other information deemed relevant.

In addition:

- Record details of the section 128 checks undertaken for those in management positions.

The details of an individual/staff member will be removed from the single central record once they no longer work at the school.

Managing Allegations and Concerns Against Staff, Teachers including Supply Teachers, Volunteers and Contractors:

- There are clear policies in line with those from the Bury Safeguarding Children's
- Partnership (BCSP) as well as Greater Manchester Tri-X Procedures online for dealing with allegations against staff or people who work with children. All allegations against staff, supply staff, volunteers, contractors and any person who may use or hire the school premises, will be managed in line with the school/college's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff at induction.

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties. When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns".

LADO Thresholds

Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at Radcliffe Primary School are aware of these procedures and aware of the following expectations and protocol:

- All staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff/visitors) conduct to the Headteacher.
- All staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the CEO and how to contact them.
- The Headteacher and/or CEO will discuss the allegation with the Local Authority Designated Officer (LADO).
- All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform Headteacher if any adult's conduct gives cause for concern.
- All staff recognise the importance of sharing and reporting low-level concerns) surrounding staff or any adult in a position of trust to the Headteacher.
- All staff are aware that the school/college's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- Staff are fully aware of Guidance for Safer Working Practice 2022 and Staff Code of Conduct and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO information and flowchart of how allegations are managed.

Radcliffe Primary School recognises that children may make disclosures against someone who is in a position of trust/is working or volunteering with children, not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

Low-level concerns at Radcliffe Primary School ensure that all staff are aware of how to recognise and report low-level concerns around staff behaviour or conduct.

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

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

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

- Being over friendly with children.
- Having favourites.
- Taking photographs and or videos of children on their mobile phone, contrary to school policy.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating, or offensive language.

At Radcliffe Primary School we will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, contractors or those that have hired/let the premises) are dealt with promptly and appropriately.

At Radcliffe Primary School, we will strive to embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

At Radcliffe Primary School, we will ensure that staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Head teacher. If concerns are about the Head teacher, this must be referred to the CEO. Guidance from Keeping Children Safe in Education, September 2026, will be followed in view of recording and storage of such concerns.

If in doubt whether the concern is a low-level concern, the Headteacher may consult with LADO for advice and guidance.

The Trustees and local governing commitee will ensure low-level concern procedures and staff behaviour expectations are clearly addressed within the staff code of conduct, and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

Safety On and Off Site

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

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

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. We will always check the identities of contractors and their staff on arrival.

We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request hiring our facilities. Whenever we hire our facilities to an organization who provide activities for children or vulnerable adults, we utilize the services of our Trust's Central Team who check the organization's safeguarding procedures.

We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalize pupils or staff. Outside speakers are always vetted before booking, seeking recommendations/references from other schools. Children are never left alone with outside speakers; a member of school staff is always present and would stop a presentation if any of the themes were felt to be dangerous.
We have a 'Work Experience and 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 including a barred list check.

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

We have a Health & Safety policy e.g. for contacting parents and for reporting to the emergency services, including Police and hospitals.

Pupils will be directed to practical online support, such as Childline, NSPCC and other agencies where they feel unsafe and require support outside of school hours.

Early Years Foundation Stage (EYFS) Safeguarding

Where children aged 0 to 5 attend our school, including children attending a school-based nursery or Reception class, Section 3 of the Early Years Foundation Stage (EYFS) statutory framework must be read alongside Keeping Children Safe in Education (KCSIE) 2026 and other relevant safeguarding guidance. The EYFS sets specific safeguarding and welfare requirements that providers must meet to ensure that young children are kept safe, healthy and well cared for.

The EYFS framework, which came into effect on 1 September 2025, strengthened a number of safeguarding and welfare requirements. These include enhanced expectations around safer recruitment and staff suitability, safeguarding training, child absences, paediatric first aid, safer eating, toileting and privacy, the use of mobile phones and cameras, managing allegations against staff, and whistleblowing

arrangements. At Radcliffe Primary School we ensure that our safeguarding policies and procedures clearly set out how concerns are identified, reported, recorded and responded to, including concerns relating to the behaviour or conduct of adults working with children.

All staff working within our Early Years provision understand their safeguarding responsibilities and be able to recognise and respond to signs of abuse, neglect and other safeguarding concerns. Staff must follow the school's safeguarding and child protection procedures and report concerns to the Designated Safeguarding Lead (DSL) without delay. We ensure that staff working directly with children meet the relevant paediatric first aid requirements and that appropriate arrangements are in place to respond to emergencies and protect children's health and welfare.

We maintain effective arrangements for safer recruitment, safeguarding training, allegations management, whistleblowing, mobile phone and camera use, attendance and absence, safer eating and first aid, ensuring these arrangements are consistent with the EYFS statutory framework, KCSIE 2026 and local safeguarding procedures. Where the EYFS and KCSIE requirements both apply, the school will ensure that the higher or more specific safeguarding requirement is followed, where applicable.

Key Safeguarding and Welfare Requirements in the EYFS

Safer recruitment and suitability – appropriate checks and recruitment procedures must be completed before adults work with children, including obtaining and verifying references where required.

Safeguarding and child protection – clear procedures must be in place for identifying, reporting, recording and responding to concerns about children.

Safeguarding training – staff must receive appropriate safeguarding training and understand their responsibilities for protecting children.

Paediatric first aid – appropriate paediatric first aid arrangements must be maintained, including ensuring that the required number of staff with suitable paediatric first aid training are present when children are cared for.

Mobile phones and cameras – clear procedures must regulate the use of mobile phones, cameras and other devices to protect children from inappropriate photography, recording and sharing of images.

Allegations against staff – procedures must be followed where an allegation or concern is raised about the behaviour of an adult working with children.

Whistleblowing – staff, volunteers and other relevant individuals must have access to clear procedures for raising safeguarding concerns where they believe appropriate action has not been taken.

Safer eating and health – appropriate arrangements must be in place to manage risks associated with food, allergies, choking and children's individual health needs.
Children's absence – appropriate procedures must be followed where a child is absent, particularly where there are concerns about their safety or welfare.

Benedicts Law - Allergy Safety

At Radcliffe Primary School, we recognise that allergies, particularly those that may result in anaphylaxis, can present a serious risk to the health and safety of children and young people. We understand that from September 2026, schools in England are subject to new statutory allergy safety requirements, commonly referred to as "Benedict's Law", introduced through the *Children's Wellbeing and Schools Act 2026*. The school will maintain a dedicated Allergy Safety Policy, reviewed at least annually and published on the school website, and will have regard to the Department for Education's statutory Allergy Safety in Schools guidance.

The school will identify pupils with allergies and, where appropriate, ensure that an Individual Healthcare Plan (IHP) is in place setting out the individual arrangements required to manage their allergy safely. All school staff will receive appropriate allergy awareness training, including recognising the signs and symptoms of an allergic reaction, understanding emergency procedures and knowing how to use adrenaline auto-injectors. The school will also maintain appropriate arrangements for emergency adrenaline auto-injectors and ensure that serious allergy incidents and near misses are recorded, reviewed and used to identify learning and reduce the risk of recurrence.

All staff have a responsibility to take allergy concerns seriously and to follow the pupil's IHP and the school's emergency procedures. Where anaphylaxis is suspected, staff must act immediately in accordance with the school's emergency response procedures and seek emergency medical assistance. Allergy safety will be considered across the whole school environment, including the classroom, catering arrangements, educational visits, clubs, trips and other activities. The school will work with parents/carers, pupils and relevant healthcare professionals to ensure that appropriate information is shared and that pupils with allergies are supported to participate fully and safely in school life.

DfE Allergy Safety Policy 2026 Government

These new legal standards replace previous non-statutory advice and represent a historic shift to protect vulnerable students. Individual Healthcare Plans (IHPs): Every child with a known allergy must have a formal, recorded medical and allergy management plan.

- Mandatory Training: Comprehensive allergy and anaphylaxis awareness training must be provided to all staff, covering emergency response and the use of adrenaline pens.
- Spare Adrenaline Auto-Injectors (AAIs): Schools must hold in-date, emergency "spare" adrenaline pens on-site.
- Whole-School Policy: Schools are required to write, publish, and implement robust processes for handling food allergies and medical emergencies.

Acronym List/Description:

ACES	Adverse Childhood Experiences	Traumatic events which can have an impact on both children and/or adult's lives.
CCE	Child Criminal Exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CLA/previously LAC	Child Looked After/Looked After Child	A child who has been placed in local authority care or children's services.
CME	Child Missing from Education	Children who are of compulsory school age who are not on a school roll and who are not receiving a suitable education by other means (e.g. privately, electively home educated (EHE) or in alternative provision).
CSC	Children's Social Care	The branch of the Local Authority that supports children who are at risk of harm.
CSE	Child Sexual Exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under

		the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for Children's' Services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing the Data Protection Strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated Safeguarding Lead	Member/s of the Senior Leadership Team who has lead responsibility for safeguarding and child protection.
EHC Plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female Genital Mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA/HBV	Honour Based Abuse/Violence	'Honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunals Service	Responsible for the administration of criminal, civil and family courts and tribunals in England and Wales.
HSB	Harmful Sexual Behaviour (also known as Sexually Harmful Behaviour)	Harmful Sexual behaviour is sexual behaviour expressed by children or young people under the age of 18 years old that is developmentally inappropriate, this may be harmful towards oneself or others or be abusive towards another child, young person or an adult.

IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the 6 Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial Teacher Training	A programme of training to achieve qualified teacher status.
KCSiE	Keeping Children Safe in Education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local Authority	A Local Government agency responsible for the provision of a range of services in a specified local area, including education.
LADO	Local Authority Designated Officer	All allegations about people who work with children, in statutory, independent, or voluntary organisations, must be referred to the Local Authority Designated Officer (LADO). A referral to the LADO **must** be made if there is information about a person indicating they have: ▪Behaved in a way that has harmed a child or may have harmed a child. ▪Possibly committed an offence against or related to a child. ▪Behaved towards a child or children in a way that indicates they may pose a risk of harm to children. ▪Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
LGBTQ+	Lesbian, gay, bisexual, transgender, queer, plus	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	National Police Chiefs' Council	National coordination body for law enforcement in the United Kingdom and the representative body for British Police Chief Officers.
PSHE	Personal Social and Health Education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified Teacher Status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and Sex Education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and

		instructors, and volunteers who attend educational provision in a non-visitor capacity.
SENCO	Special Educational Needs Coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special Educational Needs and/or Disabilities	A pupil is assessed to have SEND if they have a learning difficulty or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior Leadership Team	Staff members who have been delegated leadership responsibilities in a school/college setting.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School Heads	In charge of promoting the educational achievement of all the children looked after (CLA) by the Local Authority.

Appendix A

Whistleblowing Flowchart

This flowchart should be used for concerns about:

- Any unlawful act, whether criminal or a breach of civil law.
- Maladministration.
- Breach of any statutory code of practice.
- Breach of, or failure to implement or comply with Financial Regulations.
- Any failure to comply with appropriate professional standards.
- Fraud, corruption or dishonesty.
- Actions which are likely to cause physical/mental/psychological danger to any person, or to give rise to a risk of significant damage to property.
- Loss of income to the school.
- Abuse of power, or the use of the school's powers and authority for any unauthorised or ulterior purpose.
- Discrimination in the provision of education.
- Any other matter that staff consider they cannot raise by any other procedure.

What to do when a concern is raised against a member of staff:

Making a Disclosure

Raise concerns with the Headteacher either in writing or verbally. If the concern is regarding the headteacher, report to the Chair of Governors, the Chief Executive Officer CEO or the LADO

The concern must include: the names of individuals, dates and places where applicable and the reasons for concerns.

The earlier the concerns are disclosed, the easier it is for action to be taken

Responding to a disclosure

An investigation may need to be carried out under strict confidentiality. At this point, the subject of the complaint will not be informed, until it becomes necessary to do so.

Depending on the nature of the concern, matters raised may:

- be investigated internally
- be referred to the Police
- be referred to the Audit Commission
- form the subject of an independent inquiry.

The Designated Officer will offer to keep the whistleblower informed about the investigation and its outcome.

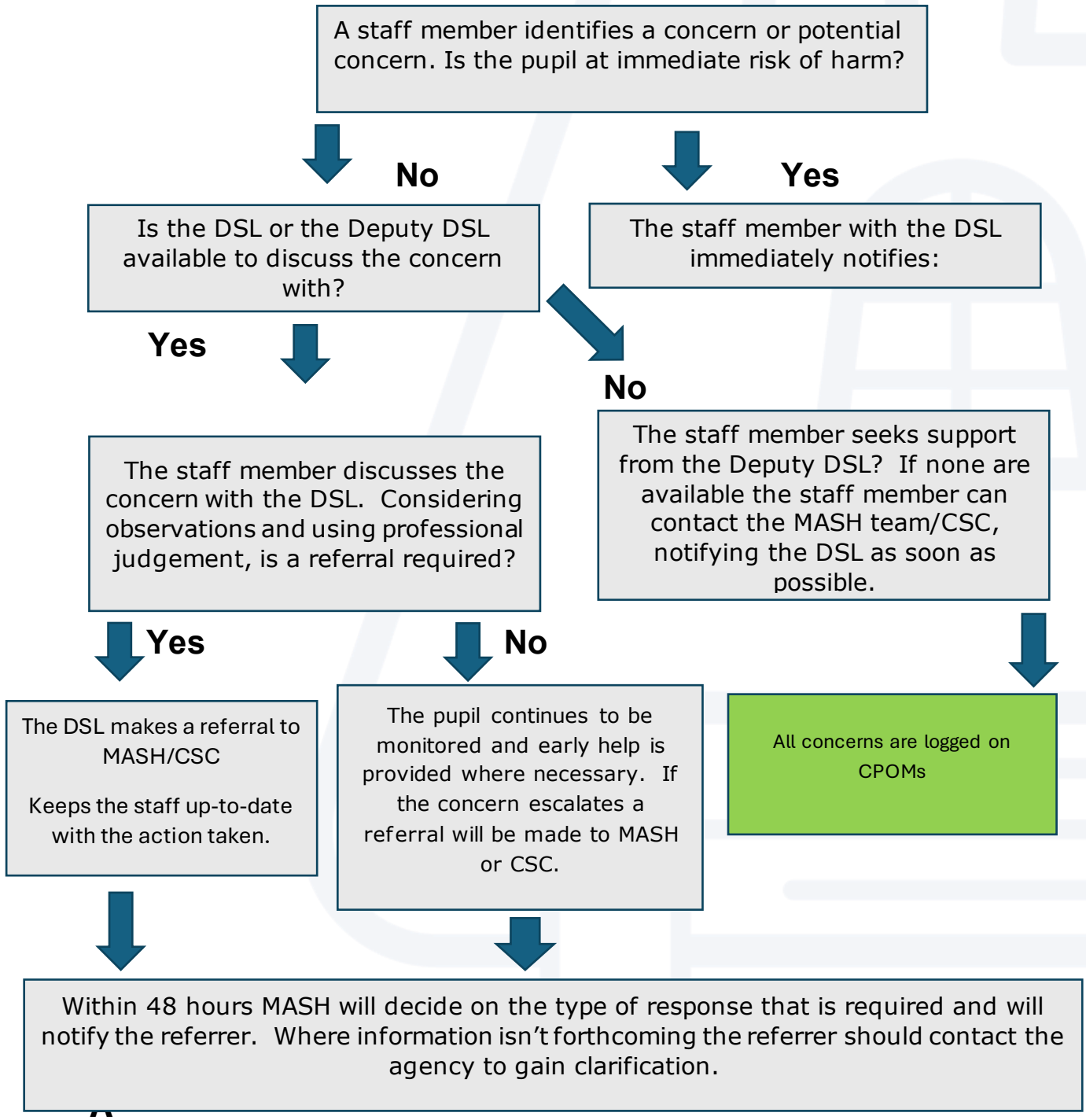
The feedback will be provided within one month of the completion of the investigation.

Appendix B

Managing Referrals and Disclosures

Safeguarding Reporting Process The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed. The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Making a referral:



Appendix C

LADO
Bury Initial Consideration/Enquiry Form

Once completed send to:- LADO@bury.gov.uk

Office Use Only Is this at LADO/Managing Allegations Full Threshold:

Date LADO notified:	
Name of person completing the form:	
Full Name of person of potential concern:	
Date of birth	
Address of Person	
Details of Establishment where person of potential concern works	
If agency worker, details of agency, telephone number and contact name	
Job role	
Contact number of referrer:	
Email Address of referrer:	

Name/Position of person referring information:		
Category Choose an item.		**Area of complaint** Choose an item.

PLEASE KEEP INFORMATION CLEAR & CONCISE

DETAIL OF: ALLEGATION/INCIDENT/ENQUIRY (date and time of allegation)
CHILD'S Details, to include full name, date of birth and address/INITIAL ACCOUNT OBTAINED (Preferably with parent or carer present unless they are the person of potential concern) (Note: no leading questions should be asked, questions should be kept open and to a minimum, i.e., what was the incident, and how did they feel, did anyone witness this?
PARENTS/CARERS details of child if known and contact numbers - CARERS VIEW (what was their response and what action would parents/carer like to see taken)

ANY WITNESSES? – Full details of contact details (Note: if so do not discuss what the child has said, ask only if they are aware on any incident that has occurred involving the child and ask that they make a note of their account, print name, sign and date)
IS THERE ANY CCTV FOOTAGE TO PROVE OR DISPROVE THE ALLEGATION? If there is, what does it show? (Please check this first and ensure a copy is kept)
HAVE THERE BEEN ANY HISTORIC ALLEGATIONS MADE BY THE CHILD? (dates and outcomes)
HAVE THERE BEEN ANY HISTORIC ALLEGATIONS OR CONCERNS IN RELATIONS TO THE MEMBER OF STAFF? (dates, what the allegation was and outcome)

Office Use Only:

POLICE ADVICE OR RESPONSE
HR/Employer ADVICE OR RESPONSE
CHILDREN'S SOCIAL CARE ADVICE OR RESPONSE
LADO ADVICE OR RESPONSE – Final Outcome

Office use only:

Date of Closure: _____

Signed by: _____

Position: _____

Emails received to show confirmation of above if needed.

Appendix D

The Role of the Designated Teacher for Children Looked After (CLA)

The Designated Teacher has a leadership role in promoting the educational achievement of every CLA on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every CLA matters and their personal, emotional and academic needs are prioritised. The Designated Teacher has lead responsibility for helping school staff to understand the things which can affect how CLA learn and achieve. Everyone involved in helping CLA achieve should:

● Have high expectations of CLA's involvement in learning and educational progress.

● Be aware of the emotional, psychological, and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences.

● Understand the reasons which may be behind a CLA's behaviour, and why they may need more support than other children, but the teacher should not allow this to be an excuse for lowering expectations of what a child can achieve.

● Understand how important it is to see CLA as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers.

● Appreciate the importance of showing sensitivity about who else knows about a child's looked after status.

● Create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential.

● Have the level of understanding of the role of social workers, virtual school headteacher (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of looked after students the Designated Teacher will:

● Contribute to the development and review of whole school policies to ensure that they do not unintentionally put CLA at a disadvantage.

● Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a CLA's learning. An account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve.

● Promote a culture in which CLA believe they can succeed and aspire to further and higher education.

● Promote a culture in which CLA are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.

● Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual students who are looked after.

● Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of CLA and help them and their teachers understand where they are in their learning, where they need to go and how to get there.

● Make sure that CLA are prioritised in any selection of students who would benefit from one-to-one tuition and that they have access to academic focused study support.

● Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home.

● Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary.

Appendix E

Useful Links And Websites

Bullying:

Preventing and Tackling Bullying Advice

Child Criminal Exploitation CCE:

Children Who May Have Been Trafficked - Government Guidance
Trafficking: Safeguarding children - Child Trafficking Government Guidance

County Lines:

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office below:
What to do if you are worried a child has been abused DfE advice.

County Lines Toolkit provided by the Children's Society in partnership with Victim Support and the NPCC National Police Chief's Council.
County Lines toolkit

Children and the Court System:

Get Help With Child Arrangements
Young Witness Booklet - 5 - 11 year olds
Young Witness Booklet 12-17 year olds

Children Missing from Education:

Children Who Go Missing From Education (CME)

DOMESTIC ABUSE:

Domestic Abuse Bill/Factsheet
National Domestic Abuse Helpline: Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Domestic Violence and Abuse Home Office
Get Help Now - Effects of Domestic Abuse
Domestic Abuse Act 2021
Save Lives & Domestic Abuse

Domestic Abuse Services and Refuge in the North West - Safenet

Female Genital Mutilation (FGM):

Multi-agency Guidance for FGM

Forced Marriage:

Government Guidance - Forced Marriage
Multi-agency practice guidelines: handling cases of forced marriage
Multi-agency statutory guidance for dealing with forced marriage

Multi-agency practice guidelines for Forced Marriage and learning disabilities
Forced Marriage Multi-Agency Guidance

Gangs:

Gangs and Youth Violence - Schools/Colleges - Home Office Advice

Harmful Sexual Behaviour:

Lucy Faithfull Foundation Lucy Faithfull Foundation has developed a HSB Toolkit. There is now an additional part of the toolkit to signpost young people to resources. Although the Lucy Faithfull Foundation's HSB toolkit has been referenced in the guidance for several years, KCSIE now links to the Shore Space online resource. This resource offers a space for teenagers worried about the sexual behaviour of others, or their own thoughts and actions, to chat confidentiality and get crucial advice.

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.

Beyond Referrals Contextual Safeguarding Network – Beyond Referrals (schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
Marie Collins Foundation

Information Sharing for Practitioners:

Information Sharing

Mental Health/Bullying:

Preventing and Tackling Bullying
Mental health and behaviour in schools guidance

Modern Slavery:

Modern Slavery – guidance.
You can also access documents related to the Modern Slavery Act.

Online Safety:

Teaching Online Safety in Schools
DfE advice - Online Safety in Schools
Education for a connected world
Think U Know How National Crime Agency
Public Health England Resources
UK Safer Internet Centre

Reasonable Force:

Reducing the Need for Restraint and Restrictive Intervention

Preventing Child Sexual Exploitation:

Link added to the CSA Centre's Resources for education settings | CSA Centre.
https://www.csacentre.org.uk/research-resources/practice-resources/helping-education-settings-identify-and-respond-to-concerns/

Link added to the Preventing Child Sexual Exploitation | The Children's Society.
https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

Prevent Duty:

Prevent Duty Guidance
British Values Toolkit

Sharing Nudes and Semi-nudes:

Information on sending nudes (previously known as sexting):

Sharing Nudes and Semi Nudes Guidance

Sexual Violence and Harassment:

Strategy to End Violence against women and girls - Home Office Strategy

Working Together to Safeguard Children 2023: Statutory Guidance

Expert Organisations:

Barnardo's

Lucy Faithful Foundation

NSPCC

Rape Crisis

Support for victims:

Anti-Bullying Alliance

MoJ Victim Support

Rape Crisis

The Survivor's Trust

Victim Support

Toolkits:

Brook

NSPCC

Further Information on confidentiality and information sharing:

Gillick Competency Fraser Guidelines

Government Information Sharing Advice

Information Commissioner's Officer: Education

Support for parents:

Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents.

Government Advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying.

Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

ParentZone

Parentsafe - London Grid for Learning

CEOP Thinkuknow - Challenging Harmful Sexual Attitudes and their Impact

CEOP Thinkuknow - Supporting Positive Sexual Behaviour

Parents Protect Traffic Light Tool

Concerned about a child/yp - harmful sexual behaviour

Useful websites:

NSPCC Preventing Child Abuse

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief DfE advice

https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/ Home Office

Serious Violence Strategy Home Office Strategy

Sexual Violence and Harassment:

This guidance has been replaced and is part of KCSiE 25.

Sexual violence and harassment between children in schools and colleges refer to Keeping Children Safe in Education 2025 for new updates on this guidance.

https://www.gov.uk/government/publications/serious-violence-strategy Home Office Strategy