

KINGSWAY COMMUNITY TRUST

SAFEGUARDING POLICY

September 2026

Safeguarding Policy

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1. Key Contacts

The Executive Headteacher who has the ultimate responsibility for safeguarding is [Lisa Vyas](#)

In their absence, the authorised member of staff is:

Helen Chase – Head of School, Cringle Brook Primary

Jeff Harriott – Head of School, Green End Primary

Ian Caldwell – Head of School, Ladybarn Primary

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Helen Chase/Emma Mansfield	DSL	Cringle Brook Primary
Ian Caldwell/Clair Potter	DSL	Ladybarn Primary
Jeff Harriott/Chris Shaw	DSL	Green End Primary

NAMED TRUSTEE * for Safeguarding & Prevent	Contact Phone Number/Email
Alice Musgrove	a.musgrove@kingswaycommunitytrust.co.uk
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Kevin Moran	k.moran@kingswaycommunitytrust.co.uk

2. Introduction & Trust Commitment

2.1 Policy Aims

- Safeguard and promote the welfare of all children;
- Ensure concerns about children are identified, reported and responded to promptly;
- Create a culture in which safeguarding is everyone's responsibility;
- Ensure children know how to seek help and are listened to when they do;
- Protect children from harm both online and offline;
- Support effective partnership working to improve outcomes for children; and
- Ensure safeguarding practice is child-centred, inclusive and responsive to the needs of all children.

At Kingsway Community Trust we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's responsibility and that all children have the right to grow up in a safe, secure and nurturing environment. We are committed to creating a culture where children are listened to, taken seriously and supported to achieve their full potential.

We believe that effective safeguarding is fundamental to educational success and school improvement, and that all decisions should be made in the best interests of the child. We recognise that safeguarding extends beyond child protection and includes providing early help, preventing harm, promoting wellbeing, and protecting children from abuse, neglect, exploitation and other safeguarding risks both online and offline.

Kingsway Community Trust is committed to maintaining a strong safeguarding culture across all schools. Safeguarding considerations are embedded within policy, practice, decision-making and curriculum provision. All staff are expected to maintain an attitude of "it could happen here" and act in the best interests of children at all times. Children are listened to, respected and supported to access help when needed.

3. Legislative Framework

This policy has been developed in accordance with the following legislation and guidance:

- [Keeping Children Safe in Education 2026](#) Statutory guidance that sets out the legal duties and responsibilities of schools and colleges to safeguard and promote the welfare of children.
- [Working Together to Safeguard Children 2026](#) Statutory guidance that sets out how schools, local authorities, health services, police and other agencies must work together to help, protect and promote the welfare of children.
- [Children Act 1989 and 2004](#) The key legislation underpinning child welfare and protection in England, establishing the duties of agencies to safeguard children and promote their welfare.
- [Education Act 2002](#) Places a duty on schools and governing bodies to make arrangements to safeguard and promote the welfare of pupils.
- [Equality Act 2010](#) Protects individuals from discrimination and requires schools to promote equality, foster good relations and eliminate unlawful discrimination.
- [Human Rights Act 1998](#) Incorporates the rights and freedoms set out in the European Convention on Human Rights into UK law and requires public bodies, including schools, to act compatibly with those rights.
- [Prevent Duty Guidance 2023](#) Requires schools to have due regard to the need to prevent children and young people from being drawn into terrorism and to provide appropriate safeguarding responses to concerns about radicalisation.
- [Statutory Guidance on Female Genital Mutilation \(FGM\)](#) Provides schools and professionals with guidance on identifying, responding to and reporting concerns relating to female genital mutilation to safeguard girls at risk.
- [EYFS Statutory Framework](#) Sets the standards for learning, development and care for children from birth to five including outlining safeguarding and welfare requirements.
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) Sets out the childcare disqualification arrangements that apply to relevant staff working in early years and childcare settings.
- [Manchester Safeguarding Partnership Multi-Agency Policy and Procedures](#) Provides the local safeguarding framework, procedures and expectations for agencies working with children and families in Manchester.

4. Safeguarding Principles

4.1 Definition of Safeguarding

‘Safeguarding and promoting the welfare of children’ is defined as:-

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

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

4.2 Definition of Child Protection

‘Children Protection’ is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It includes the processes and actions taken by schools and partner agencies to identify concerns, assess risk and to take appropriate action to keep children safe from abuse and neglect.

4.3 Safeguarding Values

We believe that:

- Safeguarding is everyone's responsibility;
- Children's welfare is paramount;
- The best interests of the child must be at the centre of all decisions;
- All children should be listened to and supported to express their views;
- Children have the right to be safe from abuse, neglect, exploitation and discrimination;
- Effective safeguarding depends upon strong relationships, collaboration and information sharing;
- The importance of information sharing internally and with safeguarding partners, other agencies, organisations and practitioners is critical to strong safeguarding practice;
- Early identification and intervention can prevent concerns from escalating; and
- Learning, reflection and continuous improvement are essential to effective safeguarding practice.

5. Equality, Diversity and Inclusion

At Kingsway Community Trust, we are committed to providing a safe, inclusive and supportive environment where every child is valued, respected and able to achieve their full potential. We recognise that children may experience safeguarding risks differently depending on their individual circumstances, identities and lived experiences, and that some children may face additional barriers to recognising, reporting or disclosing abuse and neglect (In line with the Public Sector Equality Duty).

We are committed to anti-discriminatory practice and ensuring that all children receive the help, support and protection they need, regardless of age, disability, ethnicity, race, religion or belief, sex, sexual orientation, gender identity, socio-economic circumstances or family background.

5.1 Anti-poverty

We are always mindful of the significant impact of poverty on children and families. We ensure that staff

- Are non-judgmental about a family's financial circumstance
- Bear this in mind when arranging any school activities with cost implications.
- Understand the impact this may have on parents' mental and physical well-being
- Are available and approachable for parents and children

5.2 Children Who May Require Additional Safeguarding Consideration

We recognise that some children have an increased risk of abuse, neglect, exploitation or harm and may face additional barriers to obtaining help or disclosing concerns. Additional consideration will be given to children who:

- Are disabled or have medical conditions that may affect communication, independence or vulnerability
- Have special educational needs, whether or not they have an education, health and care plan (EHCP)
- Are experiencing mental health difficulties or emotional wellbeing concerns;
- Are young carers

- Are showing signs of being drawn into anti-social behaviour, criminal exploitation or county lines activity
- Are missing, or have previously been missing, from education, home or care
- Have experienced multiple suspensions, are at risk of permanent exclusion, attend alternative provision or are placed within a pupil referral unit
- Are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery
- Are vulnerable to radicalisation or extremism
- Have a parent or carer in custody or are affected by parental offending
- Are living in circumstances involving domestic abuse, parental substance misuse, adult mental ill health or other factors that may impact on their safety and wellbeing
- Are misusing drugs, alcohol or other substances
- Are at risk of honour-based abuse, including female genital mutilation (FGM) or forced marriage;
- Are privately fostered
- Are children in need, subject to a child protection plan, looked after, previously looked after or living in kinship care arrangements
- Identify as lesbian, gay or bisexual and may face additional vulnerabilities, discrimination or barriers to support
- Are questioning their gender, exploring their gender identity, or experiencing distress related to gender
- Are refugees, asylum seekers or have recently arrived in the United Kingdom
- Experience poverty, housing insecurity, homelessness or other circumstances which may place them at increased risk of harm

This list is not exhaustive, and safeguarding decisions will always be based on an assessment of each child's individual needs, circumstances and lived experience.

6. ROLES & RESPONSIBILITIES

6.1 Our Trust Board

The Trust Board has strategic responsibility for safeguarding and promoting the welfare of children. It will ensure that the school complies with its duties under safeguarding legislation and guidance. The Trust Board will ensure that appropriate safeguarding policies, procedures and training are in place and effective, appoint a safeguarding Trustee to provide oversight and challenge, and ensure that safeguarding is embedded within the school's culture and ethos.

The Trust Board will: -

- All Trustees and Governors are expected to understand and actively discharge their safeguarding responsibilities set out in Part Two of Keeping Children Safe in Education (KCSIE), and to comply with all other relevant safeguarding legislation and statutory guidance. This includes undertaking appropriate safeguarding training, maintaining sufficient knowledge to provide effective oversight and challenge, and seeking assurance that the Trust/school's safeguarding arrangements are legally compliant, effective and embedded in practice.
- Appoint an appropriately trained Trustee with responsibility for safeguarding to provide oversight of safeguarding arrangements and act as a link between the Trust Board and the Designated Safeguarding Lead (DSL). The identified Trustee will provide the Trust Board with appropriate information about safeguarding and will liaise with the designated member of staff. This is done through an annual meeting and report.
- Ensure that suitable arrangements are in place to obtain assurance about the effectiveness of safeguarding practice, including regular safeguarding reports, audits, policy reviews, and monitoring activities

- Ensure that children are provided with safe, accessible and well-promoted systems through which they can raise concerns, report worries and seek support from trusted adults
- Ensure that safeguarding and child protection policies, procedures and related arrangements are reviewed at least annually and updated promptly in response to changes in legislation, guidance or local safeguarding priorities
- Ensure that the school has appropriate procedures for managing safeguarding concerns, allegations against adults, low-level concerns, whistleblowing and child-on-child abuse
- Ensure that the school operates effective safer recruitment, selection and induction processes and maintains a compliant single central record; In accordance with the Trust Safer Recruitment policy, recruitment and selection practices include obtaining 2 suitable references and enhanced DBS for each member of staff, Governor, Trustee and volunteer. Leadership staff, governors, trustees also have a section 128 check. Overseas checks are also done where relevant.
- Ensure that all staff and volunteers receive safeguarding training, information and updates appropriate to their role, including online safety and child protection training;
- Ensure that there is an appropriately trained designated safeguarding lead, supported by sufficient time, funding, resources, supervision and leadership capacity to carry out the role effectively
- Ensure that children who may be particularly vulnerable, including those with children with special educational needs and disabilities (SEND), children with a social worker, children in care, previously looked after children and other groups at increased risk, receive appropriate support and protection
- Ensure that safeguarding arrangements reflect the school's duties under the equality act 2010 and promote an inclusive, anti-discriminatory approach to safeguarding practice;
- Ensure that appropriate filtering and monitoring systems are in place, regularly reviewed, and effective in helping to protect children from online harm whilst supporting teaching and learning;
- Ensure that safeguarding concerns are responded to in a timely manner and that the schools work effectively with parents, carers and partner agencies to safeguard and promote children's welfare
- Ensure appropriate challenge is provided to school leaders where necessary and that safeguarding remains a standing priority within the Trust's governance arrangements

6.2 Our Executive Headteacher

Our Executive Headteacher will ensure that the policies and procedures adopted by the Trust Board, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.

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

Our Executive Headteacher will:-

- Ensure that policies and procedures adopted by the Trust Board to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation
- Ensure that a senior member of staff, known as the DSL, is appointed with a clear job description. They have lead responsibility for Child Protection and Safeguarding and receive appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance and evaluate our safeguarding policies & procedures at least on an annual basis. We will return our completed Safeguarding Self Evaluation (SEF) using the S175 online tool to the LA as requested.
- Co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. Outside of school hours & during school holidays- where a DSL is not available the DSL/ SSLT should contact the local authority safeguarding team for advice/ representation
- Manage allegations and concerns about working with children, including low level concerns, in accordance with statutory guidance and local procedures. They will work with the Local Authority Designated Officer (LADO) where appropriate and ensure that referrals are made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and Police when required.
- Ensure that robust systems are in place for safer recruitment, staff conduct, visitor management, site security and safeguarding record keeping. They will also ensure that parents, carers and pupils understand the school's safeguarding responsibilities and know how to access support and report concerns.
- Ensure all staff including supply teachers, volunteers and contractors understand and comply with our Code of Conduct.
- Ensure safeguarding is promoted through curriculum provision, pastoral systems, attendance processes and behaviour support strategies
- Ensure child friendly information of how to raise a concern/make a disclosure is displayed across school in classrooms and in shared areas. The Trust has a clear motto about calling out unkind behaviour as a thread through the PSHE curriculum. Regular pupil voice and reminders in assemblies ensure children know who they can talk to if they have a worry.
- Create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice regarding the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively.
- Ensure that systems are in place to ensure any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting.
- Ensure appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to

disseminate extremist views or radicalise pupils and staff. See visitors policy.

- Ensure there are suitable arrangements for visitors coming onto the premises which may include an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

6.3 Our Designated Safeguarding Lead (DSL)

The DSL is a member of our Senior Leadership Team and has lead responsibility for safeguarding and child protection within the school. The DSL takes overall responsibility for safeguarding systems and processes, ensuring that children receive the right help at the right time and that concerns about a child's welfare are identified, managed and responded to appropriately. The DSL acts as the school's safeguarding expert, providing advice, support and guidance to staff, working closely with children, families and partner agencies to promote the safety and wellbeing of all pupils.

Deputy DSLs will be trained to the same standard and will support the DSL in carrying out these responsibilities.

The DSL will always be available during school hours and provide out-of-hour or out of term cover arrangements as agreed with Senior Leadership. In the case of absence of both Head of School and Executive Headteacher the local authority is informed and then they make the necessary arrangements for cover.

The DSL, together with team as applicable will:

- Act as the first point of contact for all safeguarding and child protection concerns within the school
- Provide advice, support and guidance to staff on safeguarding and child protection matters
- Manage referrals and work collaboratively with children's social care, early help, the police, health services and other relevant agencies
- Refer cases of suspected abuse, neglect, exploitation and radicalisation to the appropriate agencies and support staff who make referrals
- Maintain secure, accurate and confidential safeguarding records and ensure appropriate information is shared and transferred in line with statutory guidance and local procedures
- Monitor the welfare of children who are subject to a child protection plan, child in need plan, early help, have a social worker, are looked after or who may otherwise be vulnerable
- Attend, or ensure appropriate representation at, strategy discussions, child protection conferences, child in need meetings, team around the family meetings and other multi-agency safeguarding meetings
- Ensure safeguarding concerns are escalated and challenged appropriately where professionals disagree about the most appropriate course of action
- Promote a culture of safeguarding, listening to children and taking account of their wishes and feelings when determining actions and support
- Ensure that all staff receive appropriate safeguarding induction, training and regular safeguarding updates

- Ensure that safeguarding policies and procedures are reviewed annually and implemented consistently across the school
- Work with the governing board and headteacher to ensure the school meets its safeguarding responsibilities and contributes to local safeguarding arrangements
- Promote educational outcomes by sharing relevant information about vulnerable children with appropriate staff members on a need-to-know basis
- Understand the safeguarding needs of children with special educational needs and disabilities, children who have a social worker, and other groups of vulnerable children
- Undertake regular safeguarding training and maintain the knowledge and skills required to carry out the role effectively, including understanding local safeguarding arrangements, emerging risks and national developments in safeguarding practice.

6.4 All Staff

Safeguarding is everyone's responsibility. All staff have a duty to safeguard and promote the welfare of children and must act in the best interests of the child at all times. All staff, including supply staff, volunteers, contractors, Trustees and Governors, play a vital role in protecting children from harm, identifying concerns at the earliest opportunity and ensuring that children receive the right help at the right time. Staff should maintain an attitude of "it could happen here", recognise that safeguarding concerns can arise both online and offline, and be prepared to take appropriate action where they have concerns about a child's welfare.

All staff will:-

- Read and understand Part One Keeping Children Safe in Education 2026 together with any additional annexes or sections identified by the Executive Headteacher as relevant to their role
- Understand and comply with this policy, the Staff Code of Conduct, the Staff IT Acceptable Use Policy and the Staff A to Z handbook.
- Provide a safe, inclusive and supportive environment in which children can learn and thrive
- Understand the role of the Designated Safeguarding Lead (DSL) and know how to report concerns in the absence of the DSL
- Be alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, including those that may arise online
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate disclosures
- Be approachable to children, listen to children, take their concerns seriously and respond appropriately to any disclosures in accordance with school procedures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Record concerns accurately and promptly and pass to the DSL without delay

- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Exploitation, Complex Safeguarding concerns and key LA approaches including Early Help and ensuring that the voices of children are listened to and taken account of
- Attend training sessions/briefings as required to ensure that they follow relevant policies eg Behaviour Management Policy/Physical Restraint
- Be aware that some children maybe at greater risk of harm including children with SEND, children with a Social Worker, looked after and previously looked after children, young carers, children with mental health needs, children missing education, children who are LGBTQ+, children experiencing discrimination or additional vulnerabilities
- Understand the importance of attendance, behaviour, wellbeing and educational outcomes as potential indicators or safeguarding concerns
- Understand the concept of 'it could happen here' in respect of child sexual violence or sexual harassment and be proactive in response to a whole school approach to the issue
- Understand the indicators of child sexual exploitation, child criminal exploitation, county lines, serious violence, domestic abuse, radicalisation, female genital mutilation (FGM), forced marriage and other specific safeguarding concerns; Understand that children may be vulnerable to harm both within and outside their home environment, including through peer-on-peer abuse, exploitation, online abuse and extra-familial harm
- Understand the school's Early Help processes and contribute to assessments, plans and interventions where appropriate
- Contribute to multi-agency working and attend safeguarding meetings where required as part of their role
- Contribute to the teaching of safeguarding in the curriculum, helping children to recognize risks, stay safe and know how to seek support
- Be aware of the school's filtering and monitoring arrangements and understand their role promoting online safety
- Participate in safeguarding training and safeguarding updates and apply this learning to their day-to-day practice

Teaching staff also have additional statutory responsibilities, including the mandatory duty to report known cases of Female Genital Mutilation (FGM) to the Police and to uphold the Teachers' Standards, which require teachers to safeguard children's wellbeing and maintain public trust in the profession.

7. TRAINING AND INDUCTION

Safeguarding training is essential in creating and maintaining a strong safeguarding culture. All staff, Trustees, Governors and volunteers will receive safeguarding training, and updates appropriate to their role to ensure they are able to identify concerns, respond appropriately and fulfil their safeguarding responsibilities.

All staff must ensure that they have read and understood Keeping Children Safe in Education: Part One as a minimum. This is done through annual training at the start of each academic year and as and when for new staff joining the Trust.

All staff will receive regular child protection training at least every 2 years, which includes training on abuse, neglect, exploitation, complex safeguarding, online safety, filtering and monitoring, child-on-child abuse, attendance, trauma-informed practice, mental health and local safeguarding priorities. Training is done at the start of each year and then available through the staff intranet training page. It is updated on an annual basis to reflect current practice and procedures as well as any updates, particularly KCSIE. This training includes reading KCSIE part 1 annually and reading the updated Safeguarding Policy.

All staff members will receive training and updates (for example via email, e-bulletins, staff meetings and information posted around school) around digital safeguarding in their role and responsibility in relation to filtering and monitoring as required, providing them with relevant skills and knowledge to safeguard children affectively.

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

Staff are encouraged to maintain professional curiosity and understand the impact of adversity, trauma and poverty on children and families

By training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.

7.1 Safeguarding Induction for New Staff

All new staff, including temporary staff, volunteers and agency workers, will receive safeguarding and child protection induction as part of their onboarding process.

7.2 Designated Safeguarding Lead training

The DSL and any Deputy DSLs will undertake DSL and safeguarding training appropriate to their role and responsibilities. In addition to formal training, they will access regular updates and learning opportunities through local networks and clusters to ensure their knowledge remains current and reflects local and national safeguarding developments.

7.3 Trustee/Governor Safeguarding Training

Trustees Governors will receive annual safeguarding training appropriate to their role to enable them to provide effective strategic oversight, challenge and assurance regarding the school's safeguarding arrangements and statutory responsibilities.

7.4 Safer Recruitment Training

All interview panels will include at least 1 member that has completed up to date Safer Recruitment training within the last 3 years or Safer Recruitment Refresher training if the former has already been undertaken

7.5 Online Safety Training

All staff will receive training and updates on online safety, including current and emerging risks, filtering and monitoring arrangements, cyber security awareness, generative AI and how to support children to stay safe online

7.6 Prevent Duty Training

Staff will receive appropriate Prevent Duty training to help them understand the risks associated with radicalisation and extremism, recognise potential indicators or concern and know how to respond to in line with safeguarding procedures

7.7 Regular Volunteers

Volunteers who work with children on a regular basis will receive safeguarding information and updates appropriate to their role. This will include updates to safeguarding procedures, key

safeguarding contacts, reporting arrangements and any changes to statutory guidance or local safeguarding priorities. The schools will ensure that regular volunteers receive refreshers at least annually.

8. Identifying and Responding to Concerns

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

1. Contact emergency services if required
2. Inform the DSL/DDSL immediately if a child is suffering or likely to suffer significant harm
3. If contact with DSL or DDSLs cannot be made, anyone can make a referral to social care/the police
4. Record concerns promptly

8.1 Responding to a Disclosure

Staff will:

- **Listen carefully** to what the child is saying, allowing them to speak freely and without interruption;
- **Remain calm** and avoid displaying shock, disbelief or strong emotions that may discourage the child from continuing;
- **Avoid leading questions** and only ask open questions where necessary to clarify what has been said;
- **Reassure appropriately** by explaining that they have done the right thing in speaking out and that the concern will be taken seriously;
- **Never promise confidentiality** as information may need to be shared with appropriate professionals in order to keep the child safe; and
- **Record the disclosure accurately** using the child's own words wherever possible and pass the information to the dsl without delay.

8.2 Recording Concerns

All safeguarding concerns must be:

- **Recorded promptly** as soon as possible after the concern arises or a disclosure is made;
- **Factual** and based on what was seen, heard or reported, avoiding assumptions, speculation or personal opinion;
- **Dated and signed** to provide a clear and accurate record of events and actions taken; and
- **Stored securely** in accordance with the school's safeguarding procedures, information-sharing protocols and data protection requirements.

8.3 Escalation

The school will challenge decisions where necessary and follow escalation procedures where concerns remain unresolved.

9. EARLY HELP AND MULTI-AGENCY WORKING

9.1 Community-Based Early Help

The school is committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Staff will work with children, families and partner agencies to identify emerging needs and provide appropriate support.

In our school community, staff know pupils and families well, enabling emerging needs to be identified at an early stage. Teachers, support staff and leaders work closely together to monitor pupils' wellbeing, attendance, behaviour and learning. Concerns are discussed promptly with parents and, where appropriate, support is put in place without delay. This may include classroom adjustments, pastoral support, targeted interventions or involvement from external agencies. The schools work collaboratively with families and partner services to ensure children receive the right support at the right time, helping to prevent needs from escalating and promoting positive outcomes for all pupils.

Where additional help is required, referrals may be made to Manchester's Family Hubs and Family Help services, which provide access to a range of support for children, young people and families. Staff will contribute to assessments, plans and reviews as required to ensure children receive the right help at the right time.

9.2 Multi-Agency Working

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. The schools will work closely with Children's Social Care, Family Help Services, Health Services, Police, Education partners and other relevant agencies to identify needs, assess risk and provide appropriate support for children and families.

The schools will participate in Early Help assessments, Child in Need meetings, Child Protection Conferences, Strategy Discussions and other multi-agency processes as required.

The Trust follows the Manchester Safeguarding Partnership procedures and local threshold guidance to ensure that children receive the right help at the right time.

We will:

- Develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
Develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- Notify the named Social Worker if:
 - A child subject to a child protection plan is at risk of permanent exclusion
 - There is an unexplained absence of a child who is subject to a child protection plan
 - It has been agreed as part of any child protection plan or core group plan.
 - We receive an Operation Encompass notification and believe the social worker may not be aware of the circumstances. Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. Operation Encompass ensures that there is a simple telephone call or notification to the Designated Safeguarding Lead prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved. Information is shared with the DSL prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

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

10. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

10.1 Supporting Vulnerable Children

We recognise that some children may be at greater risk of abuse, neglect, exploitation or other safeguarding concerns and may require additional support to help them achieve positive outcomes.

The Trust recognises the significant impact that adversity, trauma and poverty may have on children's wellbeing, attendance, behaviour and educational outcomes. Staff will adopt a non-judgemental, strengths-based approach when working with children and families.

We ensure that all key staff work together to safeguard vulnerable children e.g. inclusion meetings, CPOMS, etc. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support.

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/children who:

- Have a social worker, including those who are subject to Child in Need or Child Protection Plans;
- Are looked after, ensuring that their educational, emotional and safeguarding needs are identified and supported;
- Were previously looked after, including those who have left care through adoption, special guardianship or child arrangements orders;
- Are living in kinship care arrangements, recognising the unique challenges and support needs that may arise for these children and their carers;
- Have Special Educational Needs and Disabilities (SEND), acknowledging that additional barriers may exist to recognising indicators of abuse, neglect or exploitation;
- Have medical needs, allergies or long-term health conditions, which may increase their vulnerability;
- Experience poor attendance or persistent absence, as this may be an indicator of unmet need, abuse, neglect or exploitation;
- Have been suspended, excluded or are at risk of exclusion, recognising the increased safeguarding risks associated with disengagement from education;
- Attend Alternative Provision, including pupils accessing part-time or full-time off-site education arrangements;
- Are considering elective home education, where safeguarding concerns may require additional monitoring;
- Are young carers, who may be undertaking caring responsibilities that impact on their wellbeing, attendance or educational progress;
- Experience mental health difficulties, emotional wellbeing concerns or psychological distress that may affect their safety, welfare or development; and
- Experience extra-familial harm, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse, county lines activity or other risks beyond the family home.

This list is not exhaustive, and staff will remain alert to any factors that may increase a child's vulnerability or create barriers to them seeking or receiving help.

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

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

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

We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School. The responsibilities of Virtual School Head have been expanded to include promoting the educational achievement of children in kinship care, not just those in the local authority care,

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

10.2 Pupil Voice

Children's views, wishes and feelings are central to the Trust's safeguarding practice. Through pupil voice activities, curriculum opportunities, surveys and pastoral support, children are supported to express concerns, contribute to decision-making and identify trusted adults within school. Safeguarding information is displayed in child-friendly formats throughout the school environment.

10.3 Poor Attendance

We view poor attendance (including missing individual lessons as well as being absent or late at registration) as a safeguarding issue and in accordance with our School Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons as well as being absent or late for registration. Any concerning patterns are reviewed in partnership with the appropriate agencies; we act to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care. Please see the Trust School Attendance policy for more details. Our Attendance policy is compliant with the statutory guidance from the DfE 'Working Together To Improve Attendance'. The Trust School Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement statutory and LA requirements in terms of monitoring and reporting children missing education (CME), part-time timetables and off-rolling and understand how important this practice is in safeguarding children and young people. See the Trust's School Attendance policy.

We will follow the [Emotionally Based School Avoidance guidance](#) (MCC, updated version May 2024) to assist with strategies for supporting children and young people experiencing anxiety to return to school.

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

10.4 ALTERNATIVE PROVISION (AP)

We will only place children in AP which is a registered provider and has been quality assured e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better. When the Trust places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupils needs.

Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will work together with the DSL at the AP to ensure effective sharing of information and that any safeguarding concerns are followed up appropriately.

10.5 Exclusions

We comply with statutory regulations and with the LA Inclusion Policy (November 2019-July 2022).

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

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

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

10.6 Elective Home Education

We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision. We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If a parent/carer informs us of their intention to remove their child/ren from school, we will, ideally, co-ordinate a meeting between ourselves, Manchester Elective Home Education Team and other key professionals to ensure the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, before the final decision is made.

We will inform Manchester LA of all deletions from the admission register when a child is taken off-role and we understand that a child may be removed from roll as soon as the parent has informed us of their decision. We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

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

- A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. In the school holidays, a local authority representative will be informed and nominated to represent the school(s).
- Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- We will discuss and share reports with the parents/carers before the conference.

11. Child-On-Child Abuse

All our staff recognise that children can abuse other children and that it can happen both inside and outside of school and online. All staff should be aware that child-on-child abuse is unacceptable and will never be tolerated or dismissed. All staff are clear as to the Trust's policy and procedures as below, with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

The Trust will work closely with partner agencies to safeguard children who may be at risk of exploitation or serious violence. Where appropriate, we will support referrals to Manchester Engage Panels by providing relevant information regarding a child's needs, risks, vulnerabilities and strengths, including details of concerns relating to anti-social behaviour, criminal exploitation and any interventions that have been implemented and their effectiveness.

Where concerns relating to **Child Criminal Exploitation (CCE)** or **Child Sexual Exploitation (CSE)** are identified, the school will work in partnership with Children's Social Care, the Complex Safeguarding Hub and other relevant agencies. We recognise that Children's Social Care may refer cases to Manchester's **Complex Safeguarding Hub**, and school staff will seek advice and guidance from the Complex Safeguarding professionals' advice line where appropriate to support timely information sharing, risk management and safeguarding responses.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying
- Discriminatory behaviour, including racism, sexism, faith-targeted abuse and other forms of prejudice-based abuse
- Abuse within intimate personal relationships between children, sometimes referred to as teenage relationship abuse
- Physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Physical assault and harm, or threats of harm involving a weapon
- Harmful sexual behaviour
- Sexual violence and sexual harassment, including inappropriate sexual comments, unwanted sexualised behaviour, misogyny and misandry
- Causing someone to engage in sexual activity without consent, including forcing or coercing another child to participate in sexual activity
- The consensual and non-consensual sharing of nude and semi-nude images and videos, including content created or manipulated using artificial intelligence (AI)
- Online abuse, including abusive messaging, image sharing, coercion, threats, harassment and exploitation
- Upskirting, which is a criminal offence and involves taking an image beneath a person's clothing without their knowledge or consent
- Initiation, hazing-type violence, rituals or activities that may cause physical, emotional or psychological harm
- Behaviour linked to exploitation, criminality, coercion or abuse that takes place within peer groups

12. Online Safety & Digital Safeguarding

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

We consider the 4C areas of risk content, contact, conduct and commerce, to inform our online safety policy and ensure this is a running and interrelated theme when developing other relevant policies and procedures. The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

No child is to bring a personal mobile phone into school unless by prior arrangement and they are kept in the school office during school hours.

Online safety, filtering and monitoring arrangements are reviewed regularly by senior leaders and trustees to ensure they remain effective and responsive to emerging technologies, including developments in artificial intelligence.

12.1 Filtering, Monitoring and Cyber Security

The Trust ensures that appropriate filtering methods (without ‘over-blocking’) are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Filtering refers to technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made.

Monitoring can include:

- Physical monitoring
- Live software monitoring
- Monitoring user logs
- Monitoring individual devices

We ensure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

This is done using Securly Web Filtering system which flags up inappropriate web content on all Trust devices both in school and off site. The effectiveness of these filters will be reviewed at least once every academic year and following any significant safeguarding concerns.

We use an appropriate level of security protection in order to safeguard our systems, staff and learners from evolving cyber-crime technologies and periodically review its effectiveness. Staff have cyber security training on induction, and refresher training annually. A cyber security response plan is in place for the Trust.

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

We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies and platforms used, both on and offsite. Refer to the Trust Staff IT Acceptable Use Policy, which is signed by all members of staff.

The Trust completes online safety audits as appropriate to our needs and know where to access recommended models. The LA safeguarding audit covers digital safeguarding.

The Trust follows the MSP 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, including to support their children learning at home. Workshops for parents are held annually, and relevant information is shared with parents and pupils. Each school website has a web page dedicated to online safety.

We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families. Refer to the Trust Remote Learning Policy.

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

For the use of A.I., the Trust A.I policy will be available soon.

13. CASE MANAGEMENT & RECORD KEEPING

13.1 Keeping Records

Our main form of record keeping is CPOMs and Arbor, kept in accordance with the Trust retention policy.

- We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day-to-day care of the child.
- We keep copies of all referrals to Children and Families Services; the Early Help Hub and any other agencies related to safeguarding children.
- We keep our safeguarding records secure.
- We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as possible. We keep a copy of the file in accordance with our Records Policy and Statutory and LA Guidance

13.2 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 (Appendix A). See Section 8 for reporting a concern.

13.3 WORKING WITH PARENTS/CARERS

The Trust recognises that effective safeguarding is strengthened through positive relationships with parents and carers. We will work openly and collaboratively with families wherever possible whilst always prioritising the safety and welfare of the child. Parents will usually be informed of concerns unless doing so would place a child at increased risk of harm.

13.4 CONFIDENTIALITY & INFORMATION SHARING

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.

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

We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote welfare and protect the safety of children. All relevant staff will be confident in using the tools which are part of Social Care's refreshed approach.

14. SAFEGUARDING IN 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.

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.

Relationships Education, Relationships and Sex Education (RSE) and Personal Social and Health Education (PSHE) lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues. Our RSE Policy is based on DfE statutory guidance on Relationship and Sex Education and Health Education. We take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of grooming and exploitation e.g. Domestic Abuse, Child Sexual Exploitation, Peer on Peer/Child on Child Abuse, Radicalisation, 'Honour-based' Abuse, including Forced Marriage, Female Genital Mutilation & breast ironing, Modern Slavery and County Lines.

All children know that there are adults in our school/setting/college whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Posters are displayed around school showing the safeguarding team for children. Pupil voice and behaviours contribute to the development of policies, where appropriate.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. For some children, this will take a more personalised or contextualised approach, such as more vulnerable children, victims of abuse and some SEND children

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

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

Pupils are taught how to stay safe, healthy and respectful through a range of safeguarding education opportunities. This includes learning about positive relationships, online safety, mental health and wellbeing, equality and diversity, recognising risks and harmful behaviours, and knowing when and how to seek support. These themes are delivered through the curriculum, including PSHE, RSHE, computing, assemblies, pastoral programmes, pupil leadership opportunities and wider enrichment activities.

15. SAFER RECRUITMENT

We are committed to ensuring that the people who work with children at our school are suitable to do so. The school recognises that safer recruitment is an essential part of safeguarding and takes all reasonable steps to prevent unsuitable individuals from working with children.

Recruitment, selection, induction and ongoing safeguarding arrangements are designed to create a strong safeguarding culture that promotes the welfare of children and deters individuals who may pose a risk from gaining access to them.

Our recruitment and selection policies and processes adhere to the DfE guidance KCSIE and the LA model policy for Safer Recruitment.

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

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the people who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the Trusts commitment to safeguarding and promoting to welfare of children

- Our job adverts/application form will make clear that safeguarding checks will be undertaken, including online checks for shortlisted candidates
- We understand the process around filtering offences
- Our application form includes the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form – a fully completed application form must be provided by all applicants
- Shortlisted applicants will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children
- Applicants must sign a declaration confirming information given is true
- References are obtained by the school before interview and open references are not acceptable
- We will investigate at interview if any concerns have come to light about the candidate that may appear through DBS check, references or online checks
- Our selection techniques are pre-arranged and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through the self-declaration or online checks
- We involve pupils/students in the process in a meaningful way
- All information in the decision-making process is recorded along with the decisions made
- Correct pre-employment checks are carried out and appropriately stored on the single central record, and we will not keep copies of DBS certificates, either electronically or in paper files
- We understand and acknowledge to processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate
- We understand the checks which need to be made for individuals who have lived or worked outside the UK
- We adhere to duties which must be performed in relation to agency and third party staff, contractors, trainees or student teachers, visitors and volunteers
- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos
- The Executive Headteacher and Trust Board will ensure that all external staff and volunteers, including out of hours organisations using our school site, have been recruited safely, including checks as appropriate.

We will ensure that volunteers are appropriately assessed, supervised and vetted in accordance with their role. Where a volunteer is engaged in regulated activity with children, the school will obtain an enhanced DBS check including children's barred list information, in line with Keeping Children Safe in Education 2026.

- When a school is used for non-school activities, we ensure that arrangements are made to keep the children safe through our letting contracts. We specify that we expect providers to meet the guidance in Keeping Children Safe in Out of School Settings
- The school maintains a single central record of all recruitment checks updated and monitored at least termly by senior leadership and Trustee
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- Written notification will be requested from any agency or third-party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- We will not routinely keep copies of DBS certificates either electronically or in paper files, but if we have good reason to do so, these will not be kept for longer than six months.
- Risk assessments are carried out on all volunteer activities as required.

16. Managing Allegations Against Adults

All allegations and concerns relating to staff, supply staff, volunteers, contractors, governors, agency staff, trainee teachers and any other adults working on behalf of the school will be taken seriously and managed in line with KCSIE 2026, local authority procedures and advice from the Local Authority Designated Officer (LADO) where appropriate.

The Trust will:-

- Ensure that all allegations and concerns about adults working with children are managed in accordance with Part Four of Keeping Children Safe in Education and local safeguarding procedures
- Where an allegation meets, or may meet, the harms threshold, the Headteacher (or Chair of Governors where the allegation relates to the Headteacher) will seek advice from the LADO and follow the appropriate procedures
- Work closely with the Local Authority Designated Officer (LADO), Children's Social Care, Police and other relevant agencies where appropriate
- Ensure that allegations are dealt with quickly, fairly and consistently, providing effective protection for children while also supporting the individual who is the subject of the allegation;
- Make reasonable enquiries to establish the basic facts of a concern before seeking advice from the LADO, whilst ensuring that any action taken does not compromise a future investigation
- Ensure that all staff understand how to recognise, respond to and report concerns about the conduct of adults working with children
- Maintain accurate and confidential records of all allegations and concerns and the actions taken in response
- Ensure that staff understand the school's whistleblowing procedures and are able to raise concerns, including concerns about safeguarding practice, without fear of reprisal
- Refer historic allegations of abuse to the Police and other relevant agencies in line with statutory guidance
- Make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant bodies where the legal duty to do so applies

Our Allegations Against Staff Policy details the processes and responses to reporting harm threshold cases and also managing their conclusion.

Low Level Concerns

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school

may have acted in a way that is inconsistent with the staff code of conduct but does not meet the harms threshold.

Examples may include:

- Concerns arising from poor professional judgement
- Behaviour that makes others feel uncomfortable or causes a sense of unease
- Inappropriate conduct outside of work that raises questions about professional suitability
- Concerns raised by pupils, parents, carers or colleagues
- Issues identified through supervision, recruitment or vetting processes
- Self-reported incidents where an adult believes their actions may have been misinterpreted

Although low level concerns do not meet the harm threshold, they are not insignificant. Low level concerns are reported to the Executive Headteacher in accordance with the Allegations Against Staff Policy and may also be self-referred (KCSIE further clarity on processes).

Our Allegations Against Staff Policy details the processes and conclusions of low level concerns and guidance about including information in references.

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

We ensure that all staff are aware of how to raise concern, including anonymously as a whistleblower. All staff are required to read the Trust's Whistleblowing policy.

Historic allegations will be referred to the police.

17. Site Security and Extended Provision

The schools will ensure that appropriate safeguarding arrangements are in place for visitors, contractors hirers and organisations providing services or activities on school premises.

17.1 Site Security

- Our site is secure with safeguards in place to prevent any unauthorised 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 to the wider community. The Trust assesses the risk and issue in the wider community when considering the wellbeing and safety of our pupils.
- All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained. It may be necessary to undertake an assessment of the education value, age appropriateness and content of the visitor's itinerary.
- Visitors who are in school in a professional capacity will have their ID checked and assurance sought that they have an appropriate DBS check
- We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances and set out our safeguarding requirements in any contacts between school/college and the contractor's organisation. 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 to hire our facilities.

- When the school is let, if services or activities are provided by the governing body or proprietor, under the direct supervision or management of school/college staff, the school arrangements for child protection will apply.
- When the school is let and services or activities are provided by another body, the school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure there are arrangements in place to liaise with school on these matters where appropriate.
- Should we receive an allegation relating to an incident that happened when an individual or organisation were using our premises for the purposes of running activities for children, we will follow our safeguarding policies and procedures including informing the LADO (if it meets the harm threshold).
- Safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the school/college premises – failure to comply with this will lead to termination of the agreement.
- We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff. See Trust Visitors to Site Policy.
- We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- All school visits are fully risk-assessed, and no child will be taken off-site without parental permission.
- We have a Health & Safety policy. Procedures are in place for contacting parents and for reporting to the emergency services, including police and hospitals when necessary.
- We have read and considered the MCC/One Education Critical Incident guidance, the DfE Emergency Planning and response for education, childcare and children's social care settings and School and College Security GOV. UK

The school's arrangements for managing visitors, contractors, educational visits, work experience, alternative provision, lettings and extended provision are outlined in the following policies and procedures:

- Lockdown Policy
- Visitor Management Procedures
- Educational Visits Policy
- Lettings Policy
- Work Experience Guidance
- Breakfast and After-School Club Arrangements
- Site Security Procedures

18. Monitoring and Quality Assurance

The school is committed to continuous improvement in safeguarding practice and recognises the importance of robust monitoring, evaluation and quality assurance processes. Safeguarding arrangements will be regularly reviewed to ensure that they remain effective, compliant with statutory guidance and responsive to the needs of children and families.

The effectiveness of safeguarding arrangements will be monitored through:

- Section 175 audit completed every two years to provide assurance that the school is meeting its statutory responsibilities.
- Trustee monitoring, including safeguarding visits, scrutiny of safeguarding information and challenge to school leaders

- Safeguarding reports, provided to senior leaders and governors/trustees to support oversight of safeguarding activity, trends, training, attendance, exclusions and other safeguarding matters
- Annual policy review, ensuring safeguarding policies, procedures and guidance remain up to date and reflect current legislation, statutory guidance and local safeguarding arrangements.
- Review of safeguarding incidents and local or national learning reviews, to identify opportunities for improvement and strengthen safeguarding practice.
- Pupil voice activities, ensuring that the views, experiences and feedback of children inform safeguarding practice and contribute to the development of a safe and supportive school environment.

18.1 Learning from Serious Cases

The school is committed to learning from local and national safeguarding reviews, including:

- Child Safeguarding Practice Reviews (CSPRs)
- Rapid Reviews
- Domestic Homicide Reviews
- Safeguarding Adult Reviews where relevant
- Learning published by the local safeguarding partnership and national government agencies

The DSL and safeguarding team will ensure that lessons learned from serious cases are:

- Shared appropriately with staff through training and briefings
- Reflected in safeguarding policies, procedures and practice
- Considered during safeguarding audits and self-evaluation activities
- Used to strengthen early help, information sharing and multi-agency working

Trustees/Governors will receive assurance that relevant safeguarding learning is reviewed and implemented where appropriate.

19. Document Control

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Document Control	
Title	Safeguarding Policy
Date	September 2026
Supersedes	September 2025
Amendments	Updated following KCSIE Sept 26
Related Policies/Guidance	KWCT Policies: Data Protection, Safer Recruitment, Confidentiality, Whistleblowing, KCSIE 2026
Review	Annually
Date adopted by Trust Board	5 October 2026

Appendix A

Summary of Urgent Procedures

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

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan)

Any concerns need to be reported on CPOMs and in more serious cases reported directly to the: DSL, Executive Headteacher or the Head of School.

Alternatively contact the Local Authority:

- Manchester LADO Officer: 0161 234 1214

Other helpful numbers:

- Early Help Hubs: Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team: 0161 245 7171, safeguardingedu@manchester.gov.uk
- School Attendance Team: 0161 219 6986 schoolattendance@manchester.gov.uk

Whistleblowing

Kingsway Community Trust is committed to maintaining a culture of openness, transparency and accountability. All staff, volunteers, governors, trustees, contractors and agency staff have a responsibility to raise concerns where they believe that safeguarding practice is unsafe, ineffective or not in the best interests of children.

Concerns may relate to:

- Poor safeguarding practice
- Failure to follow safeguarding procedures
- Conduct which may place children at risk
- Attempts to conceal safeguarding concerns
- Concerns regarding leaders, governors, trustees or other members of staff
- Any practice that could compromise the welfare of children

Staff should normally raise concerns with their line manager, Head of School, Executive Headteacher or Designated Safeguarding Lead. Where this is not appropriate, concerns may be raised directly with:

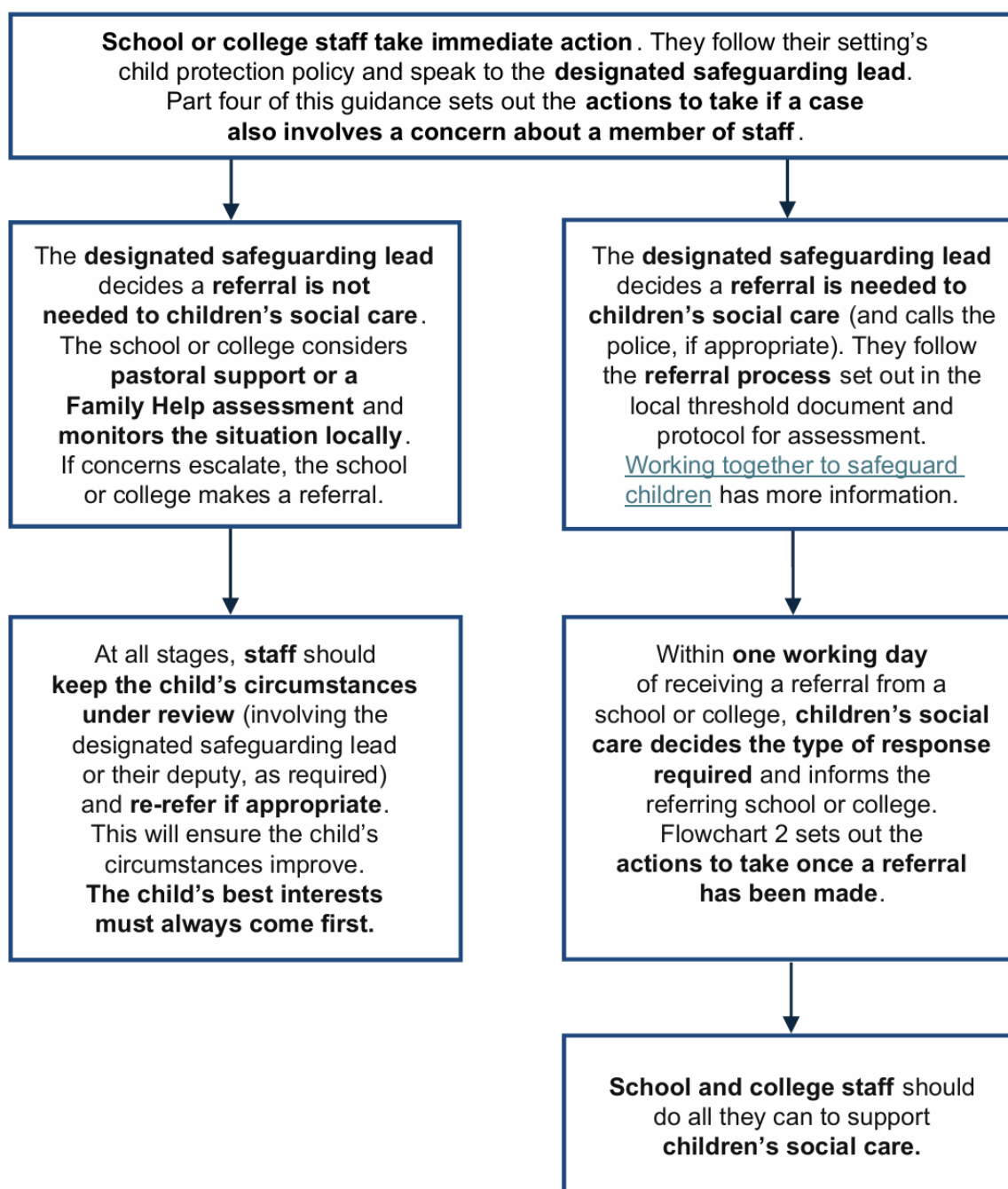
- The Chair of Trustees
- The Local Authority Designated Officer (LADO)
- Manchester Safeguarding Partnership
- The NSPCC Whistleblowing Advice Line (0800 028 0285)

No member of staff will suffer disadvantage, discrimination or reprisal for raising a genuine concern in good faith. All concerns will be taken seriously and investigated appropriately.

Further information can be found in the Trust Whistleblowing Policy.

Appendix B Flow chart

Flowchart 1: actions taken by a school or college when there are concerns about a child



Appendix C

Indicators of Abuse, Physical Abuse, Neglect, Emotional Abuse and Sexual Abuse

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Abuse

Abuse is 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 of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, 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

Physical abuse 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 an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily including violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Sexual abuse may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. 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. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy 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 and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix D - Signs and indicators of Child Sexual Abuse

- [Signs and indicators: A template for identifying and recording concerns of child sexual abuse](#)

Appendix E – Regulated Activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.

Regulated activity includes:

- a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) any other type of paid work for a limited range of establishments (known as ‘specified places’, which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.⁸⁵ Some activities are always regulated activities, regardless of frequency. This includes:
 - c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

Appendix F - Complex safeguarding

Child Criminal Exploitation and Child Sexual Exploitation

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the [Modern Slavery statutory guidance](#). In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well

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

Domestic Abuse

Domestic abuse involves any single incident or pattern of conduct where someone's behaviour towards another is abusive, and where the people involved are aged 16 or over and = are, or have been, personally connected to each other (regardless of gender or sexuality).

The abuse can involve, but is not limited to psychological, physical, sexual, financial, emotional, violent, threatening, controlling, coercive behaviour

FGM

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

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

Prevent and Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence.

These may include:

- Increased absence from school or college,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in educational performance,
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Missing Education

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

Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. Curriculum basis for this is PSHE.

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