Trafford Strategic
Safeguarding Partnership

Gorse Hill Primary School



Safeguarding and Child Protection Policy

September 2026 – August 2027

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Version	Date	Summary of changes	Approved by
1	20/07/2018	• Complete template policy.	Jake Ashall
2	26/07/2019	• Additions in key information section. • Clarity in Private Fostering section. • Additional paragraph re Early Help. • Addition in Learning and Development.	Jake Ashall
3	12/09/2019	• Addition of new Level of Need. • Addition of section relating to sexual violence and sexual harassment. • Alteration to section on DSL coordination of meeting attendance.	Jake Ashall
4	30/03/2020	• Addition of appendix in relation to COVID-19 interim measures.	Jake Ashall
5	01/07/2020	• References of KCSIE 2019 changed to KCSIE 2020. • All mentions of MARAT replaced with Trafford Children's First Response. • Added paragraph relating to Covid 19 and references the addendum to this policy. • Reference added in respect of Relationship Education for Primary and Sex and Relationship Education for Secondary.	Jake Ashall

Version	Date	Summary of changes	Approved by
		• Amendment to paragraph explaining Operation Encompass. • Additional bullet point in relation to the criteria for an allegation. • Update to Operation Encompass Flowchart. • Amendment to First Response email. • Amendment to TSSP email. • Amendment to appendix in relation to COVID-19 measures in light of settings returning more students.	
6	21/10/2020	• Addition of chapter on managing access to school premises. • Addition of paragraph in 'managing allegations' section to provide clarity on allegations relating to supply staff.	Jake Ashall
7	17/08/2021	• Addition of numerical bullet points to improve the flow of this document. • 1.1 - Addition to foreword – inclusion of proprietor (independent schools) and example foreword • 2.i - Update of legislation – KCSiE September 2021 • 2.2.iv – Addition of Trafford's Multi-agency Safeguarding Arrangements • 2.3.i – Peer on Peer abuse policy to replace Anti-bullying policy (schools to revise policy in light of KCSiE: Part 5) • 2.3.vii – Addition of Managing allegations policy • 2.3.viii – Addition of Information sharing/management policy • 3.1 – Contact information for Designated Teacher and Senior Mental Health Lead • 3.13 – Additional information added • 3.14 – New paragraph added. • 4.5 – Additional safeguarding topics added • 4 – Removal of paragraph on CSE. • 4.9 – Addition of footnote on mandatory duty. • 4.12 – Additional information added. • 4.13 - Additional information added. • 4.14 – New paragraph added. • 5.1 – Additional information added. • 5.2.viii – Addition of the role of the designated safeguarding lead • 5.2.ix – Addition of Trafford's Early Help process • 5.4.iii – Addition of TSSP Bulletin • 5.7- 5.10 – New paragraphs added. • 6.1 – New checks added (delete as appropriate) • 6.5 - Additional information added. • 7.1 - New paragraph added. • 7.7 - Additional information added • 7.12-7.14 – New Paragraphs added • 9 – New terms added. • Appendix 4 – New contact details added • Appendix 10-11 - New Paragraphs added • Removal of Covid-19 paragraph	Policies and Procedures

Version	Date	Summary of changes	Approved by
8	25/11/2021	• Appendix 9 – Addition to Glossary Child Abuse Linked to Faith or Belief – National FGM Centre	Policies and Procedures December 2021
9	14/06/2023	• 1.3.1.i and ii – Updated wording – Child on child abuse, Strategy Discussion • 2.3.iv - Updated wording – IT/Online Safety Policy (including mobile and smart technology) • 3.13 – Updated wording • 3 i and ii – updated wording • 3.4.vi – Updated meeting – Multiagency Risk Assessment Conference • 3.4.vii – Updated meeting – Trafford Team Together (TTT) Meeting • 4.4 – Additional sentence added on safeguarding issues • 4.8 – Updated wording to include the recognition of children as victims of Domestic Abuse via the Domestic Abuse Act • 4.10 – Additional paragraphs on domestic abuse and attendance at MARAC. • 4.19 – Updated guidance • 4.20 – New paragraph on online safety and related policy • 4.33 – New paragraph on keeping children safe in out-of-school settings on the school premises • 9. Glossary – updated terms for abuse, child on child abuse and sexual abuse • Appendix 1 – Update to Operation Encompass Flowchart • Appendix 7 – Update to policy names • Appendix 11 –SafeLives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance • Appendix 12 – Trafford Guide to Domestic Abuse Support Services • Appendix 13 – Virtual School Guidance	Policies and Procedures
10	1/9/24	• References of KCSIE 2023 changed to KCSIE 2024	Governing Body
11	1/9/25	• References to KCSIE 2024 changed to KCSIE 2026 • Clearer definitions and procedures for managing child-on-child abuse, sexual violence, and harassment. • Formal process for reporting and recording low-level concerns to promote openness and accountability. • Strengthened requirements for filtering and monitoring systems to improve online safety. • Expanded responsibilities for the Designated Safeguarding Lead (DSL), including oversight of online safety. • Annual safeguarding training for all staff and governors, including updates on online safety and peer-on-peer abuse.	

Version	Date	Summary of changes	Approved by
		• Reinforced expectations for information sharing and record keeping under the Data Protection Act2018 and UK GDPR. • Additional focus on children with SEND, mental health needs, or those with a social worker. • Explicit references to duties under the Human Rights Act 1998, Equality Act 2010, and Public Sector Equality Duty.	
12	16/09/2026	• Updated for Keeping children safe in education (KCSIE) 2026; Working Together to Safeguard Children 2026; • new statutory information sharing duty; • removal of the supervision exemption from regulated activity; • updated safer recruitment, online safety, child-on-child abuse, Family Help, information-sharing, mobile phone, AI, SEND, young carers, medical conditions and DSL cover requirements.	For approval by Governing Body

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1. Foreword by Mrs Emily Rodda, Head Teacher

Gorse Hill Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. All staff at Gorse Hill Primary School will help to develop and maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse are identified and the opportunity for those wishing to cause harm to children is drastically reduced.

Gorse Hill Primary School is committed to fulfilling its duties under the **Human Rights Act 1998**, the **Equality Act 2010**, and the **Public Sector Equality Duty**. We seek to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment or experiences discrimination, harassment, or victimisation on the grounds of a **protected characteristic**. These include race, colour, nationality, ethnic or national origin, religion or belief, gender, marital or civil partnership status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In upholding these duties, we actively promote equality of opportunity, foster good relations between people who share protected characteristics and those who do not, and seek to eliminate unlawful discrimination in all aspects of school life. This commitment extends to all members of our extended school community, pupils, staff, governors, parents, and local residents. We also expect all partners, contractors, and visitors to adhere to and support the principles of this policy.

The Continuum of Needs and Response and the Early Help Assessment is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2026)', and Trafford Strategic Safeguarding Partnership's procedures.

2. Purpose and principles

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Gorse Hill Primary School (hereinafter referred to as 'the school") have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

2. This policy:
    i. has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2026, and any other relevant UK legislation and government guidance.

This policy is also informed by Working Together to Safeguard Children 2026, the statutory Information Sharing Duty guidance which comes into force on 30 September 2026, the Data (Use and Access) Act 2025, the Crime and Policing Act 2026, and other current safeguarding and child protection legislation and guidance. The school will review this policy and related procedures whenever relevant legislation or statutory guidance changes.

ii. applies at all times when the school is providing services or activities directly under the management of the school staff.
iii. is publicly available on the school's website, and a printed copy can be made available via the school office.
iv. Reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

3. This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:
   i. Child on Child Abuse Policy
   ii. Behaviour and Relationships Policy
   iii. Staff Code of Conduct
   iv. Online Safety Policy (including mobile and smart technology and AI)
   v. Whistle blowing Policy
   vi. Attendance Policy including Children missing/absent from Education Policy
   vii. Managing Allegations Policy
   viii. Information Sharing/Management Policy
   ix. Low Level Concerns Policy
   x. Public Sector Equality Duty Report 2025
   xi. Safer Recruitment Policy

xii. Key information

4. Below is a table of people with specific lead responsibilities around safeguarding.

Role	Name / Contact Details
Chair of Governing Body	Ms J Da Costa Contact Telephone: 865 1209 Contact Email: david.acton@trafford.gov.uk
Nominated Governor for Safeguarding	Name: Ms J Da Costa Contact Telephone: 865 1209 Contact Email: office@gorsehillprimary.co.uk
Deputy Governor for Safeguarding	Name: Ms C Wade Contact Telephone: 865 1209 Contact Email: office@gorsehillprimary.co.uk
Headteacher and DSL	Name: Mrs E Rodda Contact Telephone: 865 1209 Contact Email: lbates@gorsehillprimary.co.uk
Designated Safeguarding Lead (DSL)	Name: Miss C Coxe Contact Telephone: 865 1209 Contact Email: ccoxe@gorsehillprimary.co.uk

Role	Name / Contact Details
Deputy Designated Safeguarding Lead (DDSL)	Name: Mrs L DUrkan Contact Telephone: 865 1209 Contact Email: erodda@gorsehillprimary.co.uk
Designated Teacher (Pupils who are looked after)	Name: Miss C Coxe Contact Telephone: 865 1209 Contact Email: ccoxe@gorsehillprimary.co.uk
Senior Mental Health Lead:	Name: Mrs E Rodda Contact Telephone: 865 1209 Contact Email: erodda@gorsehillprimary.co.uk

5. All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.
6. The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.
7. The Designated Safeguarding Lead co-ordinates the schools representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their schools contribution and commitment to any plans, team around the family and core groups or other assessment. These meeting include:
    i. Team around the Family Meetings (Early Help)
    ii. Strategy Discussions
    iii. Child in Need Meetings
    iv. Initial Child Protection Conferences
    v. Review Child Protection Conferences
    vi. Multiagency Risk Assessment Conferences (MARAC)
    vii. Trafford Team Together (TTT) Meeting
8. The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).
9. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).
10. If the school identifies emerging needs, or if emerging needs are identified by other professionals and/or the family themselves, and the school is best placed to provide a single-agency response, we will provide appropriate universal or community-based Early Help and, where applicable, targeted Family Help. We will utilise our internal support network of Learning Mentor and privately employed Social Worker and document the support provided on CPOMS. Where needs require a multi-agency response, the school will work with Trafford services in line with local Family Help and safeguarding arrangements.
11. When engaging other services outside school to form part of a multi-agency Family Help response, we will use Trafford's current assessment and referral processes so that needs, strengths, risks and agreed actions are recorded consistently for all agencies involved.
12. Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after

school clubs and other extra-curricular activities, both during and out of term time. DSLs are available by phone if they are not on site.

Robust arrangements are in place to ensure continuity of safeguarding responsibility whenever the DSL is unavailable. Staff will know who is providing cover and how to raise concerns without delay. This may include use of a confidential shared safeguarding mailbox or equivalent system, where appropriate, to ensure concerns are received, monitored and acted upon promptly.

13. If a child is in immediate danger, contact will be made with the police via 999.
14. If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response[1] via the online referral form.
15. Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.
16. All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, will be promptly recorded in writing on CPOMs
17. Where there is a safeguarding concern, the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

3. Creating a Safeguarding Culture

1. It is important to us at the school that all children feel safe and supported in our setting.

Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in the school to best protect our students, and staff.

2. All staff are aware of the categories of abuse, which are:



3. All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.
4. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse.
5. Staff are also made aware of other key safeguarding topics that, these are:

[1] Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.



6. The definitions of the above can be found in the glossary. Information and learning relating to the above topics is made available in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.
7. The school recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.
8. Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.
9. In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford's Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Schools are encouraged to attend MARAC for the cases which are known to them and share relevant information to multi-agency partners.
10. Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member. Safelives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate. The guidance can be found in Appendix 11.
11. Trafford schools also have access to specialist Domestic Abuse training on DASH RIC and Managers Training through Trafford Domestic Abuse Service (TDAS). Schools are expected to attend and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.
12. Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - NSPCC website. The school recognises and adheres to its mandatory duty[2] to report any suspected or known cases of FGM about a female under 18 years old to the police.
13. If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.

[2] Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

14. All cases of known or suspected 'Honour-based' Abuse will be reported via the schools' normal channels and the appropriate professional advice sought and external referrals completed.
15. All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools Child on Child abuse policy and/or behaviour and relationships policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The school's Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

    The school recognises that child-on-child abuse (including harassment and violence) is a safeguarding issue for both the child who has experienced harm and the child who has caused harm. It may occur inside or outside school, online or offline, and may include physical harm, threats involving weapons, bullying, sexual harassment, sexual violence, misogynistic or misandrist abuse, financial exploitation and the making or sharing of nudes or semi-nudes. Reports will always be taken seriously and responded to in line with the school's safeguarding and child-on-child abuse procedures.

16. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values. in to our curriculum time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2023 we have included Relationship Education (primary) and Health Education (state-funded schools) in the school timetable, in line with DfE guidance and the national curriculum.
17. When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as Trafford's First Response and the police as required to put a proportionate and supportive package of care in place for those affected.
18. The school adopts the UK Council for Child Internet Safety guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to sharing of indecent images. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.
19. Online safety and our approach to it is reflected in our Online Safety policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks, and considers the 4Cs (Content, Contact, Conduct and Commerce).

    The school will ensure that filtering and monitoring systems are appropriate, effective and reviewed at least annually. The review will include checks that filtering is working appropriately on internet-connected devices in relevant locations, with the outcome and any actions recorded. Staff training will include their roles and responsibilities in relation to filtering and monitoring. The school will also promote the safe and effective use of generative AI and will consider safeguarding, privacy and online harms arising from AI-generated content, including digitally altered or wholly AI-generated nude or semi-nude images.

20. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in Appendix 3.

21. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. All concerns are documented in writing and recorded on CPOMs.
22. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information sharing to safeguard children and young people – statutory information sharing duty guidance, September 2026, and the 7 principles of information sharing within that document.
23. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
24. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
25. The school has implemented a rolling programme of workshops aimed at keeping them safe e.g. NSPCC, Fire, RNLI. Internet safety show and workshops including for parents. These are in addition to the normal curriculum where keeping safe is an integral part.
26. Instances of children who are missing or absent from education are dealt with under the schools children missing from education policy, which sets out the schools approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.

The school will be particularly alert to children who are frequently missing or go missing from education, home or care, and to children experiencing repeated or prolonged absence. Attendance concerns will be considered alongside safeguarding, welfare and wider family circumstances, and appropriate Family Help or statutory referrals will be made where required.

27. To assist with the above and other incidents, the school will request two emergency contacts for each child to ensure school have other means of contacting a key adult, should one be unavailable for any reason.

The school will operate its mobile phone arrangements in accordance with the Department for Education statutory guidance on Mobile phones in schools, which applies from 1 September 2026. The school's separate mobile phone/acceptable use arrangements set out how this requirement is implemented in practice and form part of the school's safeguarding approach.

28. The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), Counter Terrorism and Border Security Act 2019 and Terrorism (Protection of Premises) Act 2025 and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:
    i. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
    ii. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
29. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
30. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
31. The school understands that children with needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren't straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.

The school will also be alert to the safeguarding needs of young carers, recognising that caring responsibilities can affect attendance, attainment, behaviour and wellbeing. We will seek early identification and appropriate support from school, local authority and health services where required.

Children with SEND or medical/physical health conditions may face additional barriers to recognising, reporting or being protected from abuse, neglect and exploitation. Staff must avoid assuming that changes in behaviour, mood or injury are explained by a child's SEND or medical condition and must remain professionally curious. Safeguarding concerns involving these children will be considered in liaison with the DSL and SENCO, with appropriate communication and pastoral support in place.

32. Keeping our children safe in out-of-school settings where services or activities are provided separately by another body, we will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate

    Where safeguarding concerns involve a child who is questioning their gender, the school will respond sensitively and on a case-by-case basis, considering the child's welfare, wishes and feelings, parental involvement where appropriate, relevant clinical or specialist advice, and the school's legal duties. Arrangements concerning single-sex spaces and activities will be managed in accordance with current DfE guidance and the school's policies.

33. Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at their school has updated contact details. More information can be found in Appendix 13

5. Staff learning and development

1. Learning about safeguarding is given a high priority at the school. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of '**it could happen here'** where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.

2. All new staff to the school have a comprehensive induction, this includes reading and understanding:

   All staff, including staff who do not work directly with children, are expected to read Part One of KCSIE 2026 in full. The previous condensed Annex A has been removed from KCSIE 2026. Governors and proprietors should ensure that appropriate mechanisms are in place to support all staff in understanding and discharging their safeguarding responsibilities.

   i. Information sharing to safeguard children and young people – statutory information sharing duty guidance
   ii. Part one of 'Keeping children safe in education 2026'
   iii. School Behaviour and Relationships Policy
   iv. Attendance Policy and School Policy for Children Missing/Absent from Education
   v. Staff Code of Conduct
   vi. This Safeguarding & Child Protection Policy
   vii. 'What to do if you're worried a child is being abused' guidance
   viii. The role of the designated safeguarding lead
   ix. Trafford's Early Help process

3. Designated staff are trained in specialist areas of work, such as, but not limited to:
    i. Designated Safeguarding Lead
    ii. Mental Health Champion
    iii. Domestic Abuse Champion etc.
    iv. Designated Teacher for Looked After Children

4. A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:
    i. TSSP Termly Safeguarding in Education Bulletins
    ii. TSSP Multi-Agency Learning and Development Programme
    iii. TSSP Bulletin
    iv. Leaflets
    v. Mentoring
    vi. Online learning
    vii. Posters in the staff room detailing referral processes and key topics
    viii. Shadowing
    ix. Staff handbook
    x. Staff induction pack
    xi. Standing agenda item staff meetings
    xii. In-house training
    xiii. Video
    xiv. Workbooks
    xv. NSPCC, CPOMs and KD Safeguarding email updates for staff and governors
5. All learning and training is documented as part of the member of staff's personnel file, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.
6. Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

    Annual safeguarding updates will include, as relevant to staff roles, Family Help, information sharing and the new statutory information sharing duty, online safety and filtering/monitoring, AI-generated content, child-on-child abuse including harassment and violence, and any changes to safer recruitment or regulated activity requirements.

7. All staff should know what to do if a child tells them they are being abused, exploited or neglected including child on child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
8. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
9. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

10. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
11. All training events are offered out to all volunteers working in school and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.
12. As and when required, other external agencies may be consulted to assist with staff learning and development.

6. Safer Recruitment

1. Senior leaders and the governing body ensure that robust safer recruitment and vetting procedures are in place in accordance with Keeping Children Safe in Education (KCSIE) 2026 and other relevant legislation. No member of staff, volunteer, or other adult begins work at the school until all required pre-employment checks have been completed to a satisfactory standard, subject to the specific arrangements permitted by KCSIE for starting work pending a DBS certificate. The same level of scrutiny applies to volunteers, contractors, agency staff and trainee teachers as appropriate to their role.

   Checks undertaken include:

   - **Enhanced Disclosure and Barring Service (DBS) check**
   - **Barred list check** (where the individual will be engaged in regulated activity or before a DBS certificate is available)
   - **Two professional references**, verified directly with the referees
   - **Verification of identity**
   - **Confirmation of right to work in the UK**, including appropriate checks for **EEA nationals** and following current **Home Office guidance**
   - **Verification of professional qualifications** and, where relevant, **professional registration** (e.g., with the Teaching Regulation Agency)
   - **Prohibition from teaching check** (for teaching roles) and **prohibition from management check** (for management positions in independent schools, academies, and free schools, where applicable)
   - **Verification of medical and mental fitness** to carry out duties
   - **Overseas criminal records checks** or a certificate of good conduct for individuals who have lived or worked outside the UK, following **DfE and Home Office guidance**
   - **Childcare Disqualification Regulations check** (where applicable to staff working in early years provision, reception classes, or wraparound care for children up to age 8)
   - **Staff suitability declaration** (if applicable, e.g., for early years settings)

   From 1 September 2026, the supervision exemption has been removed from the definition of regulated activity by the Crime and Policing Act 2026. Paid and unpaid work involving teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing, will be regulated activity when carried out frequently (more than 3 days in a 30-day period) or overnight. This means that volunteers who meet these conditions will require the appropriate enhanced DBS check including children's barred list information. The school will assess each volunteer, work-experience and contractor arrangement against the current legal definition of regulated activity before the individual begins the relevant activity.

2. A senior leader is responsible for ensuring that all relevant checks are carried out, recorded, and evidenced on the Single Central Record (SCR)**,** in line with *KCSIE 2026* requirements. Supporting documentation and verification evidence are securely stored in each member of staff's personnel file**.**

3. Several members of the Senior Leadership Team and the Governing Body have completed accredited Safer Recruitment training. At least one member of every interview panel (for paid or voluntary positions) will have completed this training. This training is refreshed regularly to ensure continued compliance with current safeguarding guidance.
4. Where pupils are involved in any part of the recruitment process, they receive a clear briefing regarding their role and the importance of maintaining confidentiality throughout.
5. Supply, trainee teacher and contractor arrangements are governed by clear contractual and safeguarding expectations. All supply agencies and relevant third-party organisations must confirm that the required vetting checks have been completed in accordance with KCSIE 2026 and that appropriate evidence is provided before an individual commences work. The school retains responsibility for safeguarding children while individuals supplied by third parties are working on its behalf and will liaise with the relevant organisation where concerns arise.
6. Barred list checks will be carried out in line with KCSIE 2026. A separate children's barred list check may be required where a newly appointed member of staff or volunteer is due to begin regulated activity before the enhanced DBS certificate is available and the other required conditions have been met. The school will not rely on supervision as an exemption from regulated activity.
7. **Written references** will always be obtained **prior to confirming an appointment**. These will be sought directly from the referees and must relate to previous employment or voluntary work with children where possible. References are checked to ensure they are **authentic, accurate, and not contradictory or incomplete**. At least one reference must be from the **current or most recent employer**. Where a candidate is not currently employed, verification of their most recent employment and **reason for leaving** will be obtained from the relevant organisation.

6. Managing allegations against professionals who work with children

1. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.

   This includes trainee teachers as well as staff, supply teachers, volunteers and contractors. Where a trainee teacher is involved, the school will also liaise with the relevant training provider in accordance with agreed safeguarding responsibilities and the school's Managing Allegations Policy.

2. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
   i. Behaved in a way that has harmed a child, or may have harmed a child;
   ii. Possibly committed a criminal offence against or related to a child;
   iii. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
   iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
3. This applies to any child the member of staff has contact with in their personal or professional life.
4. All staff are reminded of the schools Whistleblowing Policy, which may be found on the school's website.
5. The NSPCC whistleblowing details are at Appendix 4.
6. Allegations regarding members of staff at the school must be reported immediately to the headteacher or principle, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
7. Any allegations concerning the headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.
8. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.

9. Initial discussions with the LADO will consider the nature of the allegation and next steps.
10. Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
11. The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
12. The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
13. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
    i. engaged in relevant conduct in relation to children and/or adults,
    ii. satisfied the harm test in relation to children and/or vulnerable adults; or
    iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.
14. Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

15. Controlling access to school premises

16. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.
17. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
18. A school can either:
    i. bar them temporally, until the individual has had the opportunity to formally present their side; or
    ii. tell them they intend to bar them and invite them to present their side by a set deadline.
19. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.
20. The Department for Education (DfE) does not get involved in individual cases.
21. We don't knowingly allow any person on to school grounds who:
    i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
    ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
22. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

9. Glossary

Term	Meaning
A Child	A person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child abuse linked to faith or belief (CALFB)	Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in: • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs) • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context) • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
Child-on-child abuse (including harassment and violence)	Children can abuse other children and this can happen inside and outside school and online. It can include bullying, prejudice-based and discriminatory abuse, abuse in intimate personal relationships, physical abuse, sexual violence, sexual harassment, forcing someone to engage in sexual activity, the making or sharing of nudes or semi-nudes, upskirting and initiation/hazing-type violence. The school recognises this as a safeguarding issue for both the child who has experienced harm and the child who has caused harm.
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or

	increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
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.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	1. Domestic abuse, or domestic violence, is defined across Government as "any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality. 2. This can encompass, but is not limited to, the following types of abuse: • Psychological • Physical • Sexual • Financial • Emotional • Harassment and Stalking • Controlling behaviour • Coercive control 1. Controlling behaviour is: a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of them of the means needed for independence, resistance and escape and regulating their everyday behaviour. 2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group

Early Help	Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Consensual and non-consensual sharing of nude/semi-nude images	Making or sharing nudes or semi-nudes includes images, videos and livestreams created, sent or posted by children. Images may be self-generated, taken or created by another person, digitally altered or wholly generated using AI, including deepfakes or deep nudes. Any report of such material requires a safeguarding response.

Incel	Incel is a shortened version of involuntary celibate (Hall, 2019), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term manosphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society
Mental Health	Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include: • Emotional state (fearful, withdrawn, low self-esteem) • Behaviour (aggressive or oppositional; habitual body rocking) • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions). The school recognises that mental health needs may be linked to safeguarding concerns and that changes in behaviour or emotional state should be considered with professional curiosity.
Modern Slavery	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
Operation Encompass	Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a

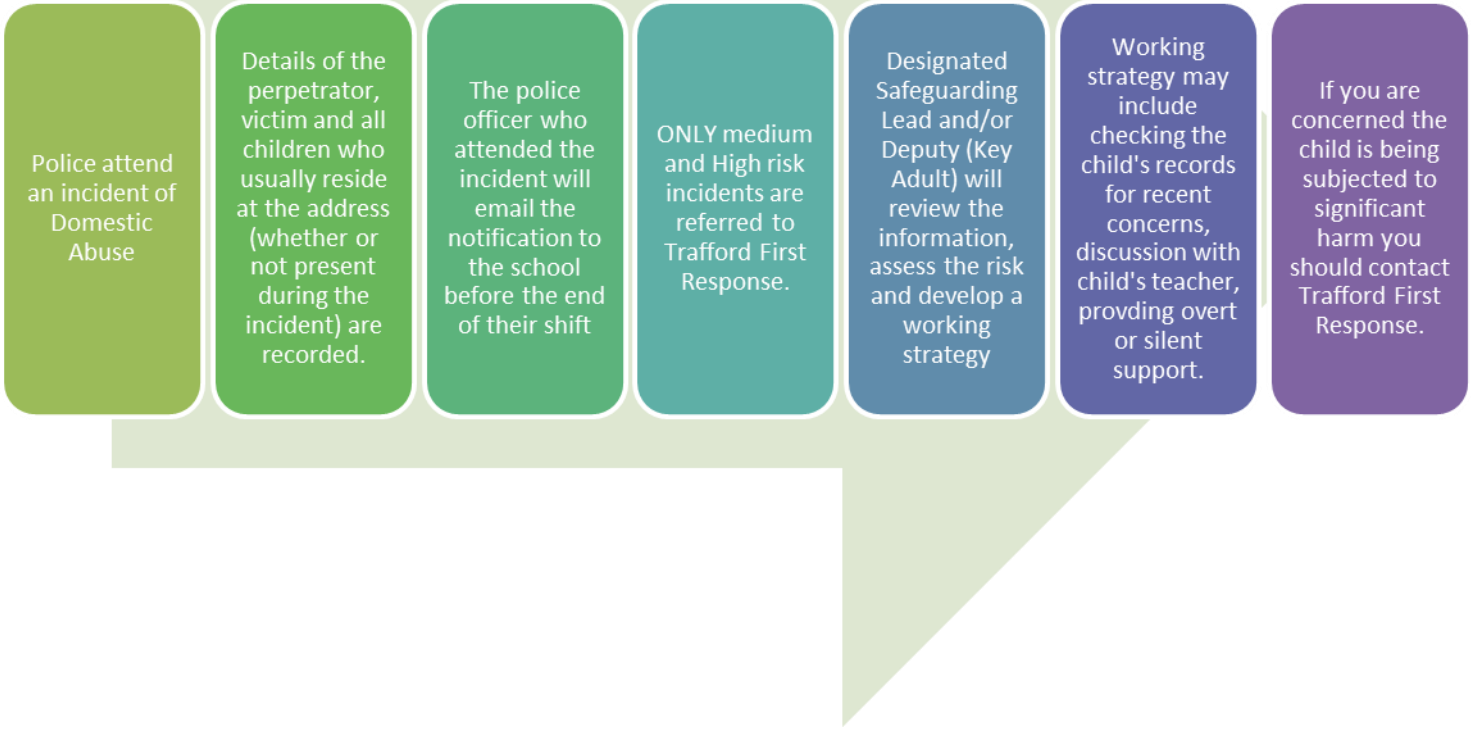
	‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• protecting children from maltreatment; • preventing impairment of children’s 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.
Serious Violence	The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs. • **Peer group** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. • **Street gang** “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.” • **Organised criminal gangs** “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.” It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college’s policy and procedures for dealing with it.

Sexual harassment between children	When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone. Referred to as Peer on Peer abuse.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[3]. Sexual violence offences include: rape, assault by penetration and sexual assault.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
Family Help	Support provided to children and families through universal/community-based Early Help and targeted Family Help, with escalation to statutory children's social care where the level of need or risk requires it.
Misogyny and misandry	Misogyny and misandry refer to hatred of, contempt for, or prejudice against women/girls or men/boys respectively. Such abusive or discriminatory behaviour may occur online or offline and may form part of a wider safeguarding concern.
Child to parent or caregiver abuse	A child may cause harm to a parent or caregiver. Such behaviour should be considered as a safeguarding concern and responded to in accordance with the child's needs, family circumstances and relevant local procedures.

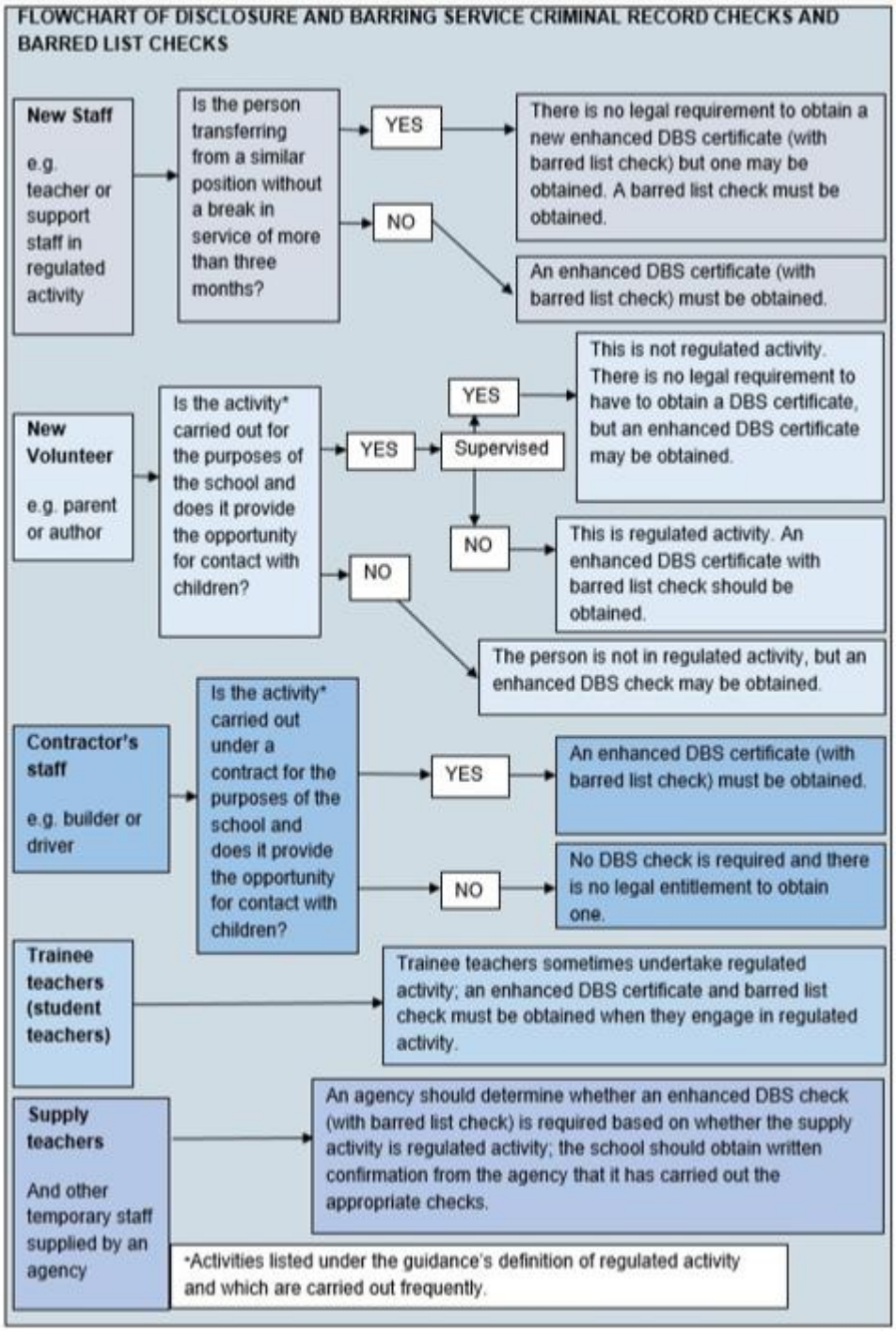
[3] Legislation.gov

Appendix 1 Operation Encompass Flowchart

Trafford Strategic Safeguarding Partnership



Appendix 2 DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2026

Appendix 3 HM Government guidance -What to do if you're worried a child is being abuse

Advice for practitioners Government website

Appendix 4 Contact details

Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk LADO@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Trafford Strategic Safeguarding Partnership – Training address TSSP.learning@trafford.gov.uk
Social Care Out of Hours Emergency Duty Team 0161 912 2020	Police Non-emergency – 101 Emergency - 999
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	NSPCC Whistleblowing Helpline NSPCC website

Appendix 5 Department for Education- Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

Government website

Government toolkit – Child Sexual Exploitation Sept 2022

https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit/child-exploitation-disruption-toolkit-accessible

Appendix 6 UK Council for Child Internet Safety guidance

Sharing Nudes and Semi-nudes: advice for education settings working with children and young people – March 2024

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

Appendix 7 Staff Safeguarding Checklist

..\staffing issues\gorse Hill Primary School Induction pack for new staff rev Jan 2022.doc

	POLICIES	**DATE**	**COMMENTS**	**Initials**
	Please check the school Shared-drive to read any relevant policies as soon as possible. The following policies must be read by the end of your first month in placement. Sign and date this sheet to show it has been read. I HAVE READ THE POLICIES ON			
	ICT. Acceptable use.			
	Internet Safety			
	Behaviour and Relationships and anti-bullying policy			
12	Managing medicines policy			
13	Health and safety policy			
14	Emergency incident plan			
15	Security policy			
16	Complaint's procedure			
17	Fire risk assessment and evacuation procedures			
18	SEND/Inclusion policy			
24	Child protection and safeguarding policy			
19	Confidentiality policy and sign confidentiality code of conduct.			
20	Managing allegations against staff			
21	Whistle blowing policy			
22	Grievance and Dignity at work policies			
23	Appraisal and Capability policies			
25	Staff Code of Conduct			
26	KCSIE latest version (Sept 2026)			
27	Working Together to Safeguard Children 2026			
28	What to do if you're worried a child is being abused March 2015			

29	Mental Health and Behaviour in Schools Nov 2018			
30	Low Level Concerns Policy			

Appendix 8 Trafford Strategic Safeguarding Partnership Level of Need

Level		Description: At this level the child or family…	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	…may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	…are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

Appendix 9 Trafford Children Social Care Protocol of Assessment

https://www.traffordsafeguardingpartnership.org.uk/Home.aspx

Appendix 10 Trafford Multi- Agency Safeguarding Arrangements – Dec 2024

https://www.traffordsafeguardingpartnership.org.uk/About-us/the-partnership.aspx

Appendix 11 - SafeLives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance

https://safelives.org.uk/resources-library/dash-risk-checklist/

Appendix 12 – Trafford Guide to Domestic Abuse Support Services

Domestic-Abuse-Booklet.docx

Appendix 13 – Virtual School Guidance

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)

https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker/promoting-the-education-of-children-with-a-social-worker-and-children-in-kinship-care-arrangements-virtual-school-head-role-extension

Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)

KCSIE 2026 implementation references

Department for Education: Keeping children safe in education 2026 (statutory guidance), September 2026.

Department for Education: Working Together to Safeguard Children 2026 (statutory guidance), March 2026.

Department for Education: Information sharing to safeguard children and young people – statutory information sharing duty guidance, September 2026; the statutory duty under section 16LA of the Children Act 2004 comes into force on 30 September 2026.

Department for Education: Mobile phones in schools (statutory guidance), effective from 1 September 2026.

Crime and Policing Act 2026 – removal of the supervision exemption from regulated activity from 1 September 2026.

Data (Use and Access) Act 2025 – relevant data protection changes incorporated into current school safeguarding and information-sharing arrangements.