Safeguarding and Child Protection Policy

Rooted in Faith, Growing Together

At St Michael's, we desire to be a community where we inspire and nurture everyone to grow as resilient, empathetic, and courageous individuals.

Together, we empower all to thrive academically, personally, professionally, and spiritually, becoming compassionate agents of change who positively impact the world around them.

The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop." – Luke 8:15

Policy information	Details
School	St Michael's CE Primary School, Flixton
Status	Statutory child protection policy for a maintained Church of England Voluntary Aided primary school, including Nursery and wraparound provision
Policy owner	Mrs Lucy Perry, Headteacher and Designated Safeguarding Lead
Approved by	Governing Body
Approval date	September 2026
Date adopted	September 2026
Review date	September 2027

Essential contacts

Role	Name and contact
Headteacher and DSL	Mrs Lucy Perry | 0161 748 3669 | office@smpsflixton.co.uk
Deputy DSLs	Mrs Cathy Prole; Miss J Murray
Chair of Governors	Mr Paul Middleton | school telephone and email above
Safeguarding Governor	Mrs Sarah Worth | school telephone and email above
Designated Teacher for looked-after and previously looked-after children	Mrs Lucy Perry | school telephone and email above
Senior Mental Health Lead	Mrs Gaynor Gerrard | school telephone and email above
Trafford Children's First Response	0161 912 5125, Monday–Friday 8:30am–4:30pm | FirstResponse@trafford.gov.uk
Emergency Duty Team	0161 912 2020 outside office hours
Local Authority Designated Officer	0161 912 5125 | LADO@trafford.gov.uk
Police	999 in an emergency | 101 for non-emergencies

Role	Name and contact
NSPCC Whistleblowing Advice Line	0800 028 0285 | help@nspcc.org.uk

1 Policy statement and legal framework

St Michael's CE Primary School is committed to safeguarding and promoting the welfare of every child. Safeguarding is everyone's responsibility. All decisions and actions will be child-centred, timely and based on the child's best interests. We maintain an attitude that safeguarding concerns can arise in any community and that 'it could happen here'. This policy applies to the maintained Nursery, Reception, the rest of the school, Wrap Club, school trips, remote learning, activities on school premises and any provision arranged by the school.

This policy is based on Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children 2026, section 3 of the Early Years Foundation Stage statutory framework, the Prevent duty guidance and other relevant legislation and statutory guidance. Where this policy says 'must', this reflects a legal requirement. Where it says 'should', the school will follow the expectation unless there is a documented and defensible reason not to.

- Children Act 1989 and Children Act 2004.
- Education Act 2002, including the governing body's duty under section 175.
- Safeguarding Vulnerable Groups Act 2006 and the Crime and Policing Act 2026 changes to regulated activity.
- Counter-Terrorism and Security Act 2015 and current Prevent duty guidance.
- Domestic Abuse Act 2021; Female Genital Mutilation Act 2003; Serious Crime Act 2015; Forced Marriage legislation; Sexual Offences Act 2003; Modern Slavery Act 2015.
- Equality Act 2010, including the Public Sector Equality Duty; Human Rights Act 1998; Data Protection Act 2018; UK GDPR; and Data (Use and Access) Act 2025.
- Current DfE guidance on information sharing, attendance, children missing education, reasonable force and restrictive interventions, alternative provision and sharing nudes and semi-nudes.

2 Purpose and scope

The purpose of this policy is to provide a clear framework for prevention, early identification, recording, reporting, referral and support. It applies to governors, employees, supply and agency staff, trainee teachers, volunteers, contractors, visitors, students on placement and anyone working for or on behalf of the school, whether paid or unpaid.

Safeguarding and promoting the welfare of children means providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action so that children have the best outcomes. Child protection is the part of safeguarding concerned with children who are suffering or are likely to suffer significant harm.

3 Principles

- The child's welfare and best interests are paramount.
- Children will be listened to and their wishes and feelings considered. Communication will be adapted for age, SEND, language and other needs.
- No report will be dismissed as banter, part of growing up or an inevitable part of school life.
- Safeguarding practice will be inclusive, anti-racist and anti-discriminatory. Staff will challenge racism, misogyny, misandry, faith-based prejudice and other discriminatory or derogatory behaviour.
- Safeguarding concerns often overlap. Staff will consider harm at home, at school, in the community and online, and will remain professionally curious.
- Information will be shared lawfully and proportionately when it is necessary to protect a child. Data protection law is not a barrier to safeguarding.
- The school will work openly with parents and carers unless doing so could place a child at greater risk, impede a police investigation or conflict with professional advice.

4 Roles and responsibilities

4.1 Governing Body

The Governing Body has strategic responsibility for safeguarding. It will ensure that the school complies with KCSIE 2026, local multi-agency arrangements and statutory duties; that this policy is reviewed at least annually and is available publicly; and that safeguarding arrangements are effective in practice.

- Appoint a senior member of staff as DSL and ensure deputies are trained to the same standard.
- Ensure the DSL has sufficient authority, time, funding, training, resources and cover, including during out-of-hours and out-of-term activities where appropriate.
- Ensure all staff, including those who do not work directly with children, read KCSIE 2026 Part One in full and understand it.
- Ensure governors and trustees receive appropriate safeguarding and child protection training at induction and that it is regularly updated.
- Ensure appropriate safer recruitment, single central record, allegations, low-level concerns, whistleblowing, online safety, filtering and monitoring and premises-use arrangements.
- Review filtering and monitoring standards, receive assurance that the annual effectiveness review has taken place and understand the school's online safety risks.

4.2 Headteacher

The Headteacher will implement this policy, ensure safeguarding is understood across the school, provide adequate DSL capacity, ensure staff are inducted and trained, maintain safer recruitment and allegations procedures, and report to governors without identifying individual children unless lawfully required.

4.3 Designated Safeguarding Lead and deputies

The DSL holds lead responsibility for safeguarding and child protection. The role is described fully in KCSIE 2026 Annex B and is not delegated, although trained deputies may undertake activities. The DSL or a deputy will be available during school hours for staff to discuss concerns. Appropriate arrangements will be made for school trips, Wrap Club and other school-led activities.

- Manage and monitor referrals to local authority children's social care, Family Help, police, Channel, DBS and other agencies.
- Act as the school's point of contact for safeguarding partners and support staff through referral and assessment processes.
- Keep detailed, accurate and secure records of concerns, discussions, decisions, actions and reasons, including why a referral was or was not made.
- Ensure robust cover arrangements and secure access to essential case information when the DSL is unavailable.
- Lead on child-on-child abuse, harmful sexual behaviour, online safety and filtering and monitoring alongside relevant leaders and IT support.
- Promote educational outcomes for children with a social worker and work with the Designated Teacher and Virtual School Head, including in relation to attendance where relevant.
- Ensure child protection files are transferred securely and separately from the main pupil file, normally within five days for an in-year transfer or within the first five days of a new term.

4.4 All staff and adults in school

All staff must read KCSIE 2026 Part One in full. The overview for staff is a quick-reference aid and does not replace Part One. Staff must know this policy, the behaviour policy, staff code of conduct, whistleblowing arrangements, response to children absent from education, the identity and role of the DSL and deputies, and the school's filtering and monitoring expectations.

- Maintain professional curiosity and act immediately on concerns.
- Record and report concerns to the DSL or deputy without delay; never assume someone else will act.
- Make a direct referral to children's social care, or call police, where necessary. Anyone may refer.
- Support social care and other agencies following a referral.
- Never promise confidentiality and never investigate or ask leading questions.
- Report concerns about adults through the correct allegations or low-level concern route.

5 Recognising safeguarding concerns

Staff must be alert to abuse, neglect and exploitation, including physical abuse, emotional abuse, sexual abuse and neglect. Harm may occur within or outside the family, within an institution or community, or online. It may be caused by adults or children. Children may also harm parents or carers. Abuse, neglect and exploitation are rarely standalone and may overlap.

Staff should be especially alert where a child has SEND or a health condition; has mental health needs; is a young carer; experiences domestic abuse or parental offending; is in kinship care, adopted, looked after or previously looked after; is privately fostered; is homeless or in temporary accommodation; is absent repeatedly; is on a part-time timetable or at risk of exclusion; is at risk of exploitation, trafficking, modern slavery, radicalisation or honour- or faith-based abuse; or faces prejudice-based harm.

Possible indicators include unexplained or inconsistent injuries, changes in behaviour or attendance, hunger or poor hygiene, fearfulness, sexualised behaviour, unexplained gifts or money, secrecy, missing episodes, substance misuse, coercive relationships, online changes or a child's direct or indirect disclosure. The absence of a disclosure does not mean harm is not occurring.

6 Responding to a concern or disclosure

1. Listen carefully. Stay calm, take the child seriously and allow them to speak in their own words.
2. Do not promise secrecy. Explain that information will be shared only with people who need to help keep them safe.
3. Do not investigate, ask leading questions, confront an alleged perpetrator or ask the child to repeat their account unnecessarily.
4. If the child is in immediate danger, needs urgent medical help or a crime is in progress, call 999. Do not delay for permission.
5. Record the facts on CPOMS as soon as possible, including date, time, context, the child's exact words, observations, injuries, witnesses and immediate action. Record opinion as opinion. Body maps must not be photographs of injuries.
6. Report immediately to the DSL or a deputy. If none is available and delay could place the child at risk, contact Trafford Children's First Response or police directly, then inform the DSL as soon as possible.
7. Continue to support the child and maintain appropriate confidentiality. Do not discuss the matter with colleagues who do not need to know.

A child who reports abuse will be reassured that they are being taken seriously, will be supported and kept safe, have done the right thing, and are not creating a problem. They will never be made to feel ashamed. Staff will recognise that children may not be ready or able to describe harm and will consider trusted relationships and suitable communication methods.

All staff have access to CPOMS and are responsible for recording safeguarding concerns promptly and accurately. All safeguarding records are reviewed, checked and agreed by the DSL or a DDSL. The DSL retains overall responsibility for the quality assurance and appropriate closure of safeguarding records.

7 Family Help referrals and escalation

Staff should be prepared to identify children who may benefit from additional support. The school follows Trafford's current Levels of Need guidance to determine the most appropriate response. This may include universal or community-based services, the targeted early help level of Family Help, statutory support under section 17 of the Children Act 1989 or child protection action under section 47.

Where Family Help is appropriate, the DSL will follow Trafford's current assessment and referral arrangements and will normally discuss the support with the family and seek consent. Consent is not required where doing so may place a child at greater risk, cause unnecessary delay or compromise a police or child protection investigation.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, an immediate referral will be made to Trafford Children's First Response. Staff may make a referral directly and must do so if they believe a child remains at risk and the DSL or a deputy is unavailable.

The DSL will record all referrals, decisions, actions and their rationale, confirm referrals in accordance with local procedures and follow up if no acknowledgement or appropriate response is received. If the school believes that a child is not receiving the help or protection they need, the DSL or referrer will use Trafford's professional challenge and escalation procedure and continue to pursue the concern until the child's welfare has been properly considered.

8 Child-on-child abuse including harassment and violence

Children can abuse other children inside or outside school and online. This includes bullying and cyberbullying; prejudice-based abuse; physical abuse; harmful sexual behaviour; sexual harassment and sexual violence; coercive or controlling behaviour; abuse within intimate relationships; causing someone to engage in sexual activity without consent; making or sharing nudes or semi-nudes; upskirting; initiation or hazing; and threatening or encouraging harm online. It may include misogynistic or misandrist messages, pornography, weapons or serious physical harm.

The school adopts a zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour. Zero tolerance means incidents are never normalised, ignored or dismissed; it does not predetermine a punitive outcome. Responses will be child-centred, proportionate and informed by age and development, SEND, power imbalance, repetition, coercion, intent, impact and the wider context. Safeguarding is considered for both the child harmed and the child alleged to have caused harm.

All reports will be recorded and assessed by the DSL. The DSL will consider immediate safety, risk assessment, separation where necessary, parental involvement, internal support, Family Help, children's social care and police referral. Support for a child harmed will not depend on the outcome of a criminal process. The school will avoid unnecessary repeated accounts and will protect confidentiality as far as possible.

Any incident involving the making or sharing of a nude or semi-nude image requires a safeguarding response, whether described as consensual or non-consensual. This includes images altered or wholly generated using artificial intelligence, including deepfakes or deep nudes. Staff must not view, copy, print, forward, store or ask a child to send the image unless specifically authorised under national guidance. Devices should be secured and the DSL informed immediately.

9 Online safety generative AI and mobile technology

Online safety is addressed through policy, curriculum, technical controls, staff practice and work with parents. The school considers the four broad areas of online risk: content, contact, conduct and commerce. Risks include harmful or illegal content, misinformation and disinformation, grooming, exploitation, bullying, image-based abuse, scams, privacy harms, cybercrime and the unsafe or unethical use of generative AI.

The Governing Body will ensure appropriate filtering and monitoring systems are in place. The responsible SLT member, supported by the DSL and IT support, will review their effectiveness at least once every academic year. The review will include checks that filtering works on all internet-connected devices in all relevant locations, that monitoring alerts are acted upon, and that a record is retained. Staff must report over-blocking, under-blocking, concerning searches, alerts or technical weaknesses immediately.

The school's mobile phone policy applies to pupils, staff, volunteers and visitors. Pupil phones are switched off and securely stored during the school day. Staff personal devices must not be used to photograph or record pupils and must be kept away when working with children except under an agreed emergency arrangement. School devices and approved systems must be used for school business.

The school's filtering and monitoring systems are provided and supported by Esitech.одаря Mrs Lucy Perry, Headteacher and DSL, and Mrs Cathy Prole are the responsible senior leaders and oversee these

arrangements with Esitech. The most recent annual effectiveness review was completed in July 2026 and confirmed that the school's filtering and monitoring arrangements were effective. A written record of the review and any actions arising from it is retained by the school.

10 Specific safeguarding issues

10.1 Exploitation serious violence and modern slavery

Staff will be alert to child criminal exploitation, child sexual exploitation, county lines, trafficking, financial exploitation, organised networks, serious youth violence and modern slavery. A child may appear to consent, identify with a group or be criminalised for behaviour committed under coercion; this does not remove the need for protection. Indicators may include missing episodes, unexplained money or possessions, multiple phones, injuries, changes in friendship groups, declining attendance, travelling to unfamiliar places, carrying weapons or drugs, threats and secrecy. Concerns must be reported to the DSL and referred without delay where appropriate.

10.2 Domestic abuse and Operation Encompass

Children can be victims of domestic abuse where they see, hear or experience its effects. The school participates in Operation Encompass. The trained Key Adult receives police notifications and ensures proportionate, confidential support. An Operation Encompass notification does not replace referral to children's social care where required.

Mrs Lucy Perry is the school's Operation Encompass Key Adult, supported by Mrs Cathy Prole and Miss Jamie Murray. Operation Encompass notifications are received through secure email and are accessed, recorded and acted upon only by authorised members of the safeguarding team.

10.3 Female genital mutilation forced marriage and honour or faith based abuse

Any concern about FGM, forced marriage or honour- or faith-based abuse must be reported immediately to the DSL. A teacher who discovers in the course of their professional work that FGM appears to have been carried out on a girl under 18 has a personal legal duty to report this to police. This duty applies to known cases; concerns that a girl may be at risk are reported through normal safeguarding procedures. Staff must not examine a child or approach family members where this could increase risk.

10.4 Preventing radicalisation

The Prevent duty forms part of the school's wider safeguarding responsibilities. Staff will receive suitable training, remain alert to vulnerability to extremist influence, online radicalisation and changes in behaviour, and report concerns to the DSL. The DSL will consider local Prevent procedures, police advice and a Channel referral. Where a concern is serious or immediate, police or children's social care will be contacted without delay. The school promotes respectful debate and fundamental British values without stigmatising individuals or communities.

Any concern that a child may be susceptible to radicalisation must be reported immediately to the DSL. Where there is an immediate risk of harm, staff must contact the police on 999.

For non-emergency concerns, the DSL will complete Trafford's online Prevent referral portal or submit the Trafford National Referral Form. Referrals are jointly assessed by the local authority safeguarding

team and the specialist Counter Terrorism Policing North West team. The DSL will also consider whether a referral to children's social care is required.

The school's Prevent risk assessment is reviewed at least annually and whenever local or national risks, school circumstances or statutory guidance change.

10.5 Mental health suicide and self-harm

Mental health difficulties may be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. Staff are not expected to diagnose conditions but must report safeguarding concerns. Immediate risk of suicide, serious self-harm or medical emergency requires urgent action through 999 or emergency health services. The DSL will coordinate safeguarding, pastoral and external support and will consider risks to siblings and others where relevant.

10.6 Private fostering and temporary accommodation

Staff must report to the DSL any arrangement in which a child under 16, or under 18 if disabled, is cared for for 28 days or more by someone who is not a parent or close relative. The DSL will notify the local authority. The school will also act on information that a child or family is homeless or in temporary accommodation and will work with the local authority and other services to protect continuity, attendance and welfare.

11 Children who may be particularly vulnerable

11.1 SEND neurodiversity and medical conditions

Children with SEND, neurodivergent children and children with medical conditions can face additional safeguarding barriers, including assumptions that behaviour or communication relates only to their condition, communication difficulties, greater isolation, disproportionate bullying and online risk, dependence on adults for personal care and difficulty recognising or reporting abuse. Staff will avoid diagnostic overshadowing, make reasonable adjustments, use appropriate communication tools and involve the SENCo, DSL, parents and relevant professionals. A safeguarding concern must not be delayed because a child has an EHCP, support plan or known diagnosis.

11.2 Looked-after previously looked-after adopted and kinship children

The DSL and Designated Teacher will hold the information needed to safeguard looked-after and previously looked-after children and will work with carers, social workers and the Virtual School Head. The school recognises that safeguarding applies equally to children living with birth or extended family, those in kinship care or under special guardianship, adopted children and those in foster or residential care. Decisions will reflect care planning and any existing Family Help or child protection plan.

11.3 Young carers children with a social worker and children affected by parental offending

Staff will be alert to hidden caring responsibilities, parental imprisonment or offending, domestic abuse, adult mental ill health and substance misuse. The DSL will consider Family Help, children's social care and educational support. Information about welfare and safeguarding will be shared appropriately with teachers so that barriers to attendance, wellbeing and learning can be addressed.

11.4 LGBT and gender-questioning children

A child being lesbian, gay or bisexual, or questioning their gender, is not in itself a safeguarding concern. Such children may experience bullying, discrimination or abuse and may be reluctant to disclose it. Staff

will provide a safe space, listen, avoid assumptions and follow current statutory guidance, equality duties and safeguarding procedures. Information will be shared on a need-to-know basis, taking account of the child's safety and welfare.

12 Attendance children absent from education and exclusions

Repeated or prolonged absence can be a warning sign of abuse, neglect, exploitation, poor mental health, criminal activity, travel for forced marriage or FGM, or risk of education otherwise than at school. Staff will follow the attendance and children missing education procedures, make timely contact, consider siblings and known risks, and escalate unexplained absence to the DSL. The school will notify the local authority as legally required when pupils are added to or removed from the admission register and will make reasonable enquiries to establish a child's whereabouts.

Children on part-time timetables, repeatedly removed from class, subject to multiple suspensions, at risk of permanent exclusion or attending alternative provision may be at increased risk. Any part-time timetable will be exceptional, time-limited, agreed and reviewed with parents and relevant professionals, with safeguarding and educational oversight maintained.

13 Early Years Nursery and wraparound provision

KCSIE 2026 must be read alongside section 3 of the EYFS statutory framework. The school will meet requirements for suitable people, staff qualifications and ratios, key persons, medicines, accidents, intimate care, collection, missing children, premises, risk assessment and safeguarding training. The school DSL has overall responsibility and there will be suitably trained cover whenever children attend Nursery, Reception, Wrap Club or school-led holiday provision.

For work in the EYFS covered setting, staff or volunteers must not begin work until the school has received the appropriate enhanced DBS certificate including barred list information where required. The former volunteer supervision exemption must not be relied upon. Disqualification under the Childcare Act requirements will be applied to relevant staff and provision.

Mrs Lucy Perry, DSL, or Mrs Cathy Prole, DDSL, will be available on call during Breakfast Club and After School Club. When Mrs Perry is absent, Mrs Prole will assume safeguarding responsibility, supported by Mr Jamie Murray. They will contact Mrs Perry or the relevant external safeguarding service where further advice or action is required.

Holiday provision is operated independently by School of Play and is not a school-run service. School of Play is responsible for its own safeguarding arrangements, including appointing a DSL, training staff, managing concerns and making referrals. Before the provision uses the school premises, the school will obtain written assurance that appropriate safeguarding and child protection arrangements are in place. Any concern connected with the premises or a child known to the school will be shared promptly with Mrs Perry or Mrs Prole where it is lawful and appropriate to do so.

EYFS suitability and disqualification checks

EYFS staff suitability declarations, disqualification checks and safer recruitment evidence are recorded securely within the school's personnel and safer recruitment records. Checks are completed and reviewed through the school's safer recruitment procedures.

Compliance is collectively quality-assured by the recruitment panel, Business Manager and governors, with the safeguarding and leadership team reviewing the records as part of the school's wider safer

recruitment arrangements. Any concern about an individual's suitability is referred immediately to the Headteacher and managed in accordance with statutory safeguarding, LADO and employment procedures.

14 Reasonable force and restrictive intervention

The school follows current statutory guidance and its Restrictive Practice Policy. Reasonable force may be used only where lawful, necessary and proportionate to prevent injury, serious damage, committing an offence or serious disruption. It must never be used as punishment. Staff will consider known vulnerabilities, SEND, medical needs and trauma, use de-escalation wherever possible, and apply the least restrictive option for the shortest time. Incidents will be recorded, reviewed and reported to parents unless doing so would create a safeguarding risk. Significant incidents or patterns will be considered by the DSL and may require referral or additional planning.

15 Alternative provision off-site activities sport and use of premises

Where the school commissions alternative provision, it remains responsible for the pupil's safeguarding and educational outcomes. The school will obtain written assurance about safeguarding arrangements, carry out required checks, agree attendance reporting, maintain regular contact and review placement suitability. The school will know where the pupil is and who is responsible at all times.

Trips, residential visits and sports activities will be risk-assessed and appropriately staffed. Safeguarding arrangements, supervision, changing, transport, photography, overnight accommodation and reporting routes will be clear. Visiting coaches and organisations are subject to relevant checks and school safeguarding expectations.

When premises are used for non-school activities, the school will obtain assurance that the provider has appropriate safeguarding and child protection arrangements. Where an allegation arises relating to an incident when an outside body is using the premises, the school will follow its safeguarding procedures and inform the LADO where appropriate.

Replace the highlighted sections with:

Class teachers are responsible for completing risk assessments and the required documentation for educational visits. All visits and risk assessments must be checked and approved by a member of SLT before the visit takes place. The school does not currently have a separately designated Educational Visits Coordinator; SLT collectively oversees and approves educational visits.

Any externally commissioned alternative provision must be agreed by SLT and the SENCo. Before a placement begins, they will assess its suitability, safeguarding arrangements, staff checks, attendance procedures and arrangements for communication and review. The school retains responsibility for the pupil's safeguarding, attendance and educational outcomes throughout the placement.

Written safeguarding assurances for lettings, sports coaches and other external providers are retained in the school's electronic lettings file. These are reviewed by the School Business Manager and Headteacher before the arrangement begins and thereafter whenever it is renewed or safeguarding information changes.

16 Safer recruitment and the Single Central Record

Recruitment will follow KCSIE 2026 Part Three. At least one person conducting an interview will have completed safer recruitment training. The school will include safeguarding in advertisements and application materials, scrutinise employment history and gaps, obtain references directly from referees before appointment where possible, verify identity, right to work, qualifications and professional status, and carry out appropriate DBS, children's barred list, prohibition, section 128, overseas and childcare disqualification checks. Online searches may be undertaken for shortlisted candidates as part of due diligence; candidates will be told this may happen.

The Single Central Record will contain all checks required for the school's workforce and relevant others. Identity will be checked on arrival for supply staff and written confirmation of agency checks retained. Contractors, visitors, trainee teachers and self-employed persons will be checked and supervised in accordance with KCSIE and their role.

The Crime and Policing Act 2026 removed the volunteer supervision exemption from regulated activity. A volunteer teaching, training, instructing or supervising children on more than three days in a 30-day period or overnight is in regulated activity. The school will determine and record whether each volunteer is in regulated activity and obtain the legally required checks; supervision is not a substitute for the barred list check where the role is regulated activity.

The school will make statutory referrals to the DBS where the referral conditions are met and will consider referral to the Teaching Regulation Agency where a teacher is dismissed or would have been dismissed for serious misconduct.

Mrs Elizabeth Nugent and Mrs Vicky Thubert are responsible for maintaining the school's Single Central Record. Mrs Sarah Worth, the Safeguarding Governor, undertakes termly quality-assurance checks to confirm that the record is accurate, complete and compliant with statutory requirements. Any omissions or concerns are reportedavis to the Headteacher and addressed without delay.

17 Concerns or allegations about adults

17.1 Concerns that may meet the harm threshold

Any concern or allegation that a member of staff, supply teacher, trainee teacher, volunteer, contractor or other adult has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way indicating they may pose a risk of harm; or behaved in a way indicating they may not be suitable to work with children must be reported immediately to the Headteacher. Allegations about the Headteacher must be reported to the Chair of Governors. Where there is a conflict of interest, the concern should be reported directly to the LADO.

The case manager will contact the LADO without delay and within one working day, and before investigating, unless immediate action is needed to protect a child. The school will share responsibility with agencies and training providers for allegations concerning supply staff, contractors and trainee teachers. Suspension is not automatic and will be considered only where there is no reasonable alternative. Confidentiality, support, record keeping, outcomes and statutory referrals will follow KCSIE 2026 Part Four and local procedures.

17.2 Low-level concerns

A low-level concern is any concern, however small, that an adult working in or on behalf of the school may have acted in a way inconsistent with the staff code of conduct, including inappropriate conduct outside work, but which does not meet the harm threshold. Examples include over-friendliness, favouritism, taking photographs on a personal device, one-to-one contact in a secluded area or humiliating pupils. Low-level does not mean insignificant.

Low-level concerns must be reported to the Headteacher. Concerns about the Headteacher go to the Chair of Governors. Reports will be recorded in writing, reviewed for patterns, held securely and considered against the harm threshold. The Headteacher may consult the LADO. The school encourages self-referral where an adult recognises that their conduct could be misinterpreted or has fallen below expected standards.

17.3 Whistleblowing

Staff who feel unable to raise a concern internally, believe it has not been addressed, or suspect unsafe practice should use the school Whistleblowing Policy. They may contact the Chair of Governors, the local authority or the NSPCC Whistleblowing Advice Line. A person raising a genuine concern in the public interest will not be subjected to detrimental treatment.

Low-level concerns are recorded securely on CPOMS using the 'Staff Safe' function. Access to these records is restricted to members of SLT. The Headteacher reviews concerns, considers any patterns of behaviour and determines whether the concern remains below the harm threshold or requires consultation with the LADO.

18 Staff induction training and safer working practice

All staff, including temporary staff and those who do not work directly with children, will receive safeguarding and child protection training at induction. This includes online safety, filtering and monitoring roles, this policy, the staff code of conduct, behaviour policy, response to absence, whistleblowing, DSL arrangements and KCSIE 2026 Part One in full. Understanding will be checked. Staff will receive updates as required and at least annually. DSLs and deputies will complete role-specific training at least every two years, Prevent awareness training and regular updates at least annually. Governors will receive appropriate training at induction and updates thereafter.

The code of conduct defines safe professional boundaries, lone working, physical contact, intimate care, communication, social media, gifts, photographs, personal devices, confidentiality and conduct outside work. Visitors and volunteers receive proportionate safeguarding information and know how to report a concern.

Whole-school safeguarding training is completed by all staff each September and is updated during the year whenever required. In September 2026, everyone working in school completed the annual safeguarding update, including Prevent and filtering and monitoring training. All staff read and signed to confirm that they had read and understood KCSIE 2026 Part One in full and completed a quiz to check their understanding.

Governors receive safeguarding training and updates appropriate to their strategic responsibilities, including the requirements of KCSIE 2026.

The DSL and DDSLs complete role-specific training at least every two years, supplemented by regular safeguarding updates. Their two-yearly training was renewed in September 2026. Training records, signed declarations and quiz results are retained by the school as evidence of completion and understanding.

19 Record keeping confidentiality and information sharing

Safeguarding records will be factual, timely, accurate, complete and held securely on CPOMS, with access restricted according to role. Records will include concerns, discussions, decisions, reasons, referrals, outcomes and the child's wishes and feelings. The school will comply with the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025. Information will be shared when necessary, proportionate, relevant, adequate, accurate, timely and secure. Consent is not required where asking for it could place a child at risk, prejudice prevention or detection of crime, or cause unreasonable delay.

Child protection files are separate from the main educational record. When a child transfers, the DSL will transfer the file securely and obtain confirmation of receipt. Important information may be shared in advance to enable support. Records will be retained and destroyed in line with the school retention schedule and statutory guidance.

20 Working with children parents and the curriculum

Safeguarding is taught through Relationships Education, Health Education, PSHE, computing, online safety, collective worship and wider curriculum opportunities. Teaching is age-appropriate, inclusive and adapted for SEND. It includes healthy and respectful relationships, consent, boundaries, privacy, trusted adults, reporting concerns, online risks, harmful sexual behaviour, discrimination, bullying and personal safety. The school will use current statutory RSHE guidance and suitable resources.

Children are told who they can speak to and are given safe, accessible ways to share worries. Their wishes and feelings will inform decisions, while adults remain responsible for protective action. Parents receive this policy and safeguarding information and are encouraged to seek help early. Referrals will normally be discussed with parents unless this could increase risk, impede an investigation or conflict with agency advice.

21 Site security visitors collection and emergencies

All visitors must report to the office, provide identification where appropriate, sign in, wear identification and follow safeguarding instructions. Unchecked visitors will be supervised. Staff will challenge unknown or unbadged adults. Collection arrangements and changes must be authorised and recorded. The school will respond proportionately to unauthorised persons and may bar individuals from the premises following a fair process where their behaviour poses a risk.

Safeguarding arrangements will be maintained during emergencies, school closure, remote education and critical incidents. The DSL will consider how vulnerable children will be contacted and supported, how referrals will be made and how staff will access essential information securely.

22 Monitoring governance and review

The DSL will report to governors at least termly on safeguarding activity, patterns, training, attendance-related risks, online safety, allegations and low-level concerns, safer recruitment assurance, referrals, multi-agency work and improvement actions. Reports will protect confidentiality. The Safeguarding

Governor will meet the DSL regularly, sample systems and report assurance and challenge to the Governing Body.

The policy will be reviewed at least annually and sooner following changes to legislation, statutory guidance, local procedures, school circumstances or learning from an incident. The Governing Body will ensure that arrangements are not only compliant on paper but effective in practice.

23 Related school policies and documents

- Staff Code of Conduct and Safer Working Practice
- Behaviour and Relationships Policy
- Whistleblowing Policy
- Managing Allegations and Low-Level Concerns Procedure
- Safer Recruitment Policy and Single Central Record procedures
- Attendance and Children Missing Education procedures
- Online Safety and Acceptable Use Policy
- Mobile Phone Policy
- Data Protection and Records Retention Policies
- SEND Policy and Accessibility Plan
- Restrictive Practice and Use of Reasonable Force Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid and Medicines procedures
- Educational Visits Policy
- Lettings and Premises Use Policy
- Alternative Provision commissioning and monitoring arrangements
- RSHE and PSHE policies
- Prevent risk assessment
- Emergency and Critical Incident Plan

Appendix A Immediate action guide for staff

Situation	Action
Immediate danger, urgent medical need or crime in progress	Call 999. Protect the child. Then notify the DSL as soon as possible.
Concern or disclosure about a child	Listen; do not promise secrecy or investigate; record on CPOMS; tell the DSL or deputy immediately.
DSL unavailable and delay may increase risk	Contact Trafford Children's First Response directly. Anyone may refer. Tell the DSL afterwards.
Concern about an adult	Report immediately to the Headteacher. If it concerns the Headteacher, report to the Chair of Governors.

Situation	Action
Concern may meet the harm threshold	The case manager contacts the LADO without delay and within one working day, before investigating.
Low-level concern	Report to the Headteacher and record through the school's confidential low-level concern process.
Nude or semi-nude image, including AI-generated image	Do not view, copy, forward, print or ask the child to send it. Secure the device if necessary and tell the DSL immediately.
FGM disclosed to or visually identified by a teacher	The teacher personally reports the known case to police and informs the DSL. Risk concerns follow normal safeguarding procedures.
Prevent concern	Report to the DSL. In an emergency call 999. The DSL considers police, Channel and children's social care.

Appendix B KCSIE 2026 implementation record

This appendix records the principal changes reflected in this policy and supports governor assurance. It does not replace KCSIE 2026.

KCSIE 2026 change	How reflected in this policy
All staff read Part One in full	Sections 4 and 18. The overview is supplementary only.
Community early help and targeted Family Help terminology	Sections 5 and 7.
Prejudice-based harm, racism, misogyny and misandry	Sections 3, 5 and 8.
Modern slavery, financial exploitation, child-to-parent abuse and overlapping harms	Sections 5, 8 and 10.
Harmful sexual behaviour continuum and all nude-image incidents requiring a safeguarding response	Section 8 and Appendix A.
AI-generated nudes, deepfakes and generative AI risks	Sections 8 and 9.

KCSIE 2026 change	How reflected in this policy
Annual filtering and monitoring effectiveness review and mobile phone expectations	Section 9.
Enhanced provision for young carers, medical conditions, SEND and gender-questioning children	Section 11.
Updated restrictive intervention and alternative provision expectations	Sections 14 and 15.
Removal of volunteer supervision exemption and revised regulated activity checks	Sections 13 and 16.
Trainee teachers and shared responsibility with third parties in allegations processes	Section 17.
Data (Use and Access) Act 2025	Sections 1 and 19.
Robust DSL cover and clearer information sharing	Sections 4 and 19.