Brooklands
Primary School

Perseverance *Respect* *Honesty* *Friendship*

Safeguarding Policy

Date written	Authorised by	Review Date
September 2026	Governors	September 2027

PERSEVERANCE RESPECT HONESTY FRIENDSHIP

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The policy is provided to all staff at induction alongside our Staff Code of Conduct and Whistleblowing Policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2026), and sign a declaration to say they have read, and understood, this.

'Keeping Children Safe in Education', DfE (2026)

The model policy was revised to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education'. This guidance became statutory on 1st September 2026 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that the school or college's safeguarding policy is:

- *publicly available via the school website or by other means;*
- *provided to all staff at induction along with a staff code of conduct.*

Governing Bodies and Proprietors should also ensure that: all staff, volunteers and governors are provided with Part One of Keeping Children Safe in Education 2026 and are required to read it in full. The school has systems in place to support staff to understand and discharge their safeguarding responsibilities.

The revised guidance also states that Governing Bodies and proprietors should provide staff with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. It is recommended that schools and colleges consult staff on proposed changes to the safeguarding policy and seek their views on how arrangements could be further strengthened.

Guidance on Writing a Safeguarding Policy

Sections 157 and 175 of the Education Act 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance.

Updates and guidance

This policy has also been amended to include advice for practitioners updated by the DfE as follows:

Statutory framework for the early years foundation stage (from 3rd April), DfE (March 2017)

Working together to safeguard children, DfE (2018)

Child Sexual exploitation: definition and guide for practitioners, DfE 2017)

Keeping children safe in Education, DfE (September 2026)

Children missing in education, DfE (September 2016)

Revised PREVENT duty guidance, DfE (March 2016)

What to do if you're worried a child is being abused, DfE (March 2015)

Information Sharing Duty Statutory Guidance (UK Government, September 2026)

Online Safety Act (2023)

Generative AI: Product Safety Expectations (2026)

Filtering and Monitoring Standards for Schools and Local Authorities (2026)

1 INTRODUCTION

1.1 This policy has been developed to ensure that all adults in Brooklands Primary School are working together to safeguard and promote the welfare of pupils, parents, governors and staff and see this as our highest priority.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.

1.3 The Headteacher or, in their absence, the Deputy Head, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Brooklands Primary School. This policy complements and supports other relevant school and Local Authority policies.

1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children (2018)', Brooklands Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2 PURPOSE AND PRINCIPLES

2.1 Brooklands Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued, know who to speak to if they have a concern and that they will be listened to and taken seriously.

2.2 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 wellbeing, 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.

2.3 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.

2.4 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 an 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*' and a culture of vigilance where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.5 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 (2018), and Trafford Strategic Safeguarding Partnership (TSSP)'s procedures.

This policy 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, which:

- is read and followed by governing bodies of maintained schools and senior leadership teams
- applies at all times when the school is providing services or activities directly under the management of the school staff.
- is publically available on the school website and a printed version can be made available via the school office.
- reflects Trafford Strategic Safeguarding Partnership Multi-agency safeguarding arrangements.

2.6 This policy is consistent with all other policies adopted by the governing body which should be read in conjunction with the following policies relevant to the safety and welfare of children:

- Behaviour for Learning Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff Code of Conduct/Staff Handbook - including low level concerns
- Online Safety Policy – updated guidance paragraphs 123-134 KCSiE 2026.
- Whistle blowing Policy
- Attendance Policy
- Managing Allegations section of this Policy
- GDPR Policy

3 THE CURRICULUM

3.1 All children have access to an appropriate curriculum, adjusted to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

3.3 Personal Health and Social Education and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices, and human rights issues.

3.4 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. The school has clear systems in place for children to share any concerns or worries they may have via means other than telling an adult, for example worry boxes, Zones of Regulation check-ins, identified trusted adults, Pastoral Team self-referrals, etc.

3.5 Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through learning and teaching opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and emotional education (PSHE) and discreet weekly Online Safety lessons. We are early adopters of the revised guidance on RSE as part of our PSHE

curriculum due for implementation in 2027. Children receive at least termly safeguarding assemblies including visit from NSPCC 'Speak Out, Stay Safe' and 'Talk PANTS'.

3.6 Our online safety policies and teaching address, if age appropriate, a broad range of risks, including misinformation, disinformation (including fake news), and conspiracy theories, which are recognised as significant safeguarding harms. Additionally, we consider the safeguarding implications of new technologies such as generative artificial intelligence (AI). We follow the Department for Education's guidance on Generative AI: product safety expectations and use the Plan Technology for Your School service to assess and improve our filtering and monitoring standards. We also adhere to the Cyber Security Standards for Schools and Colleges, which help strengthen our resilience to cyber-attacks. Guidance from the National Education Network (NEN) and the National Cyber Security Centre (NCSC) supports our ongoing efforts in this area.

4 KEEPING RECORDS

4.1 Brooklands Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Ensuring that all child protection and Child in Need records are kept confidentially and securely and are separate from pupil records until the child's 26th birthday, Child Protection and Child in Need information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). All this information must be redacted so the names of third parties are not stated. Where Child Protection and Child in Need records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

Safeguarding records may be shared with safeguarding partners, children's social care, the police, health services and other relevant agencies where this is necessary to safeguard and promote the welfare of a child and in accordance with the school's statutory information-sharing responsibilities.

4.2 All records in which safeguarding issues were recorded but did not reach Child Protection/Child in Need level, must be kept for six years from the date of enquiry.

5 ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	John Beith (Headteacher)	07977 228556
Deputy Safeguarding Lead	Tom Shrimpling (Deputy Headteacher)	07793 047458
Named Safeguarding Governor	Anne Madden	07811 591414
Chair of Governors	Anne Madden	07811 591414
Designated Teacher (CLA)	Beth Jones / Julia Fletcher	0161 973 3758

5.1 The Headteacher of Brooklands Primary School will:

- Ensure all safeguarding policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and volunteers.
- Practice safe recruitment and selection of staff and volunteers, ensuring checks are recorded and monitored (Single Central Record).
- Appoint a senior member of staff as Designated Safeguarding Lead (DSL) and identify deputies to ensure continuous cover.
- Ensure DSL and deputies' roles are clear in job descriptions, that deputies are trained to the same level as the DSL, and that sufficient time and resources are available to discharge responsibilities, including attending inter-agency meetings, contributing to assessments, supporting colleagues, and delivering training.
- Ensure all staff, including temporary staff and volunteers, receive appropriate safeguarding training and induction within the first week of joining, refreshed regularly.
- Promote a culture in which staff feel safe raising concerns about poor or unsafe practice and ensure concerns are addressed sensitively and effectively.
- Ensure parents/carers are aware of and understand the school's safeguarding responsibilities via the prospectus or other communication.
- Ensure safeguarding procedures for children who are persistently absent, missing from education, or home educated. Liaise with the Attendance Lead to identify risks of abuse or neglect, including sexual abuse or exploitation, and ensure appropriate safeguarding responses are in place.
- Be available in emergencies if both DSL and deputies are absent (via phone if necessary, including during holidays for external agencies)
- Align school safeguarding actions with statutory guidance, including Keeping Children Safe in Education and local safeguarding procedures

5.2 The Governing Body of the school will:

- Identify a designated governor for safeguarding who receives appropriate training and liaises with the DSL, providing the governing body with relevant safeguarding information.
- Ensure that a senior leader has DSL responsibility and that there is always appropriate cover via deputies.
- Review and update the school's safeguarding and child protection policies annually, ensuring compliance with local safeguarding procedures.
- Ensure safe recruitment and selection practices, including enhanced DBS checks, references, and verification for staff, volunteers, and governors. Enhanced DBS checks for governors are renewed whenever their term of office expires.
- Ensure all staff and volunteers who have regular contact with children receive appropriate safeguarding training, updated every three years.
- Maintain and review policies including Safeguarding, Staff Behaviour (Code of Conduct), and Whistleblowing.
- Ensure there are clear procedures for dealing with allegations against staff or volunteers, including referral to the DBS when necessary.
- Consider how children are taught about safeguarding through the curriculum, including PSHE, RSE, and online safety lessons.
- Appoint a member of the Governing Body (usually the Chair) to liaise with the Local Authority on Child Protection issues, including allegations against the Headteacher or conflicts in reporting.
- Ensure parents/carers are made aware of the safeguarding policy and their entitlement to access it (via school handbook, newsletter, or website).
- Undertake appropriate governor training to ensure they can fulfil their safeguarding duties effectively.
- Monitor and ensure that any weaknesses in child protection are remedied immediately.

5.3 The Designated Safeguarding Lead will:

- Act as the first point of contact for all safeguarding matters, both internal and external.
- Attend updated safeguarding training annually and complete inter-agency training as required.
- Update the Section 175 Audit annually.

- Provide relevant information to the Local Authority (LA) on how the school carries out its safeguarding duties.
- Provide support and training to staff and volunteers, ensuring that staff with designated safeguarding responsibilities receive TSSP-approved refresher training every three years.
- Ensure the school's actions are in line with TSSP Safeguarding Inter-Agency Procedures.
- Refer a child to the LA if there are concerns about possible abuse, acting as the focal point for staff to discuss concerns. Referrals should be made in writing, following an initial telephone call (e.g., using a Single Agency Referral Form).
- Keep copies of all referrals to MARAT and other safeguarding agencies.
- Ensure all staff and volunteers receive information on safeguarding policies and procedures from induction onwards.
- Ensure staff with specific safeguarding responsibilities receive appropriate training.
- Manage and securely maintain the school's safeguarding records.
- Ensure all staff and volunteers understand reporting and recording procedures and know how to act if they have a concern about a child.
- Liaise with the Headteacher regarding any safeguarding issues.
- Ensure the Safeguarding Policy is regularly reviewed and updated.
- Keep up to date with changes in local policies and national guidance (DfE, TSSP, NSPCC updates).
- Ensure that a pupil's child protection or safeguarding file is sent separately to a new school if a pupil leaves, retaining a copy.
- Provide, with the Headteacher, an annual safeguarding report to the Governing Body, including policy updates, training undertaken, incident types, and anonymised child protection register numbers.
- During term time, the DSL and/or a deputy will always be available during school hours to discuss safeguarding concerns. If the DSL is not on site, they will be accessible via telephone or other relevant media.

5.4 Staff will:

- Raise concerns directly with Children's Social Care services if necessary.
- Be aware that safeguarding incidents can happen anywhere, and remain alert to possible concerns within the school.
- Report safeguarding concerns about adults in the school to the DSL or Headteacher.
- Report safeguarding concerns about the Headteacher, DSL, or deputy DSL to the designated safeguarding governor or Chair of Governors.
- Along with volunteers, receive child protection awareness information at induction, including the school safeguarding statement, so they know with whom to discuss concerns.
- Participate in regular safeguarding training and online safety updates, including refresher courses and updates on reporting procedures.
- Recognise that children may not feel ready or able to disclose abuse, and may not perceive experiences as harmful due to factors such as vulnerability, disability, sexual orientation, or language barriers. Staff should be alert to signs of abuse, exploitation, or neglect, even if not explicitly reported.

6 SAFER RECRUITMENT

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers. We use the Check a Teacher's Record service to carry out GTCE, prohibition, direction, restriction, and barred list checks on all relevant staff. For maintained school governors, we check the section 128 direction through the government's list of individuals prohibited from managing or governing schools.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Barred List Check (if working regulated activity before DBS certificate is available)
- Two professional references

- Establish confirmation of physical and mental fitness for the role
- Identity confirmation
- Confirmation of right to work in the UK
- Qualification check
- Confirmation of professional registration (if appropriate)
- Staff suitability declaration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)
- Overseas police checks (if appropriate) follow the appropriate government guidance following the UK's exit from the European Union
- Section 128 direction check

1. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Best practice is checking the name on their birth certificate.
2. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate. Each recruitment panel will include a minimum of 2 panellists.
3. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
4. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
5. More information can be found in Appendix 2 relating to when a barred list check would be carried out and paragraph 229 in KCSiE.
6. References will always be sought before confirming a person's appointment. These will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.
7. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in the school). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.
8. Safeguarding statements will appear on all job adverts, person specifications and job descriptions, and interview questions will include at least one safeguarding question. Candidates will be asked to explain any gaps in employment. Front sheets will be removed from applications during shortlisting to ensure equal opportunities but robust administrative identification processes will form part of the interview schedule.

7 TRAINING FOR STAFF AND VOLUNTEERS

Learning about safeguarding and child protection (including online safety) is given a high priority at the school. Expertise is extended effectively and internal capacity is built up. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the school and off site, and the requirement to ensure children are taught about safeguarding, including online safety.

Staff are encouraged to engage in continuous professional development relating to safeguarding beyond mandatory training. Resources, guidance documents, and external training opportunities are made available in school. Staff are expected to take personal responsibility for updating their knowledge on safeguarding topics, ensuring they remain informed about emerging risks and best practices.

- 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.
- All staff receive a package of annual training including:
  Annual Certificate in Safeguarding
  Annual Certificate in Online Safety
  Annual Certificate in Cybersecurity

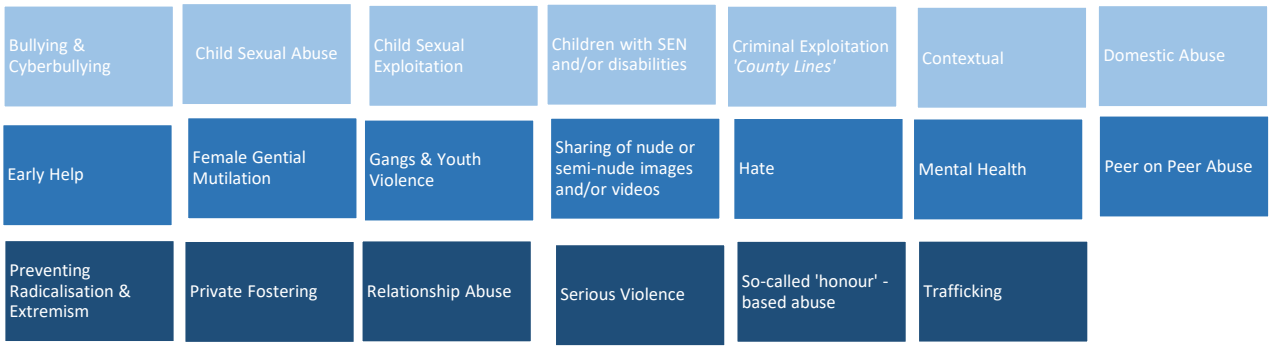
- All new staff and volunteers to the school have a comprehensive induction, this includes reading/understanding:
  - Part One of Keeping Children Safe in Education 2026
  - Safeguarding Policy
  - Behaviour for Learning Policy
  - Staff Handbook including Code of Conduct
  - Whistleblowing Policy
  - Identity of the Designated Safeguarding Lead (DSL) and Deputy DSL, what their role is and access to the safeguarding/child protection recording form/procedure and instruction as to operation of the relevant software (CPOMs): https://register.gotowebinar.com/recording/8078483980266149762 https://brooklandspri.sharepoint.com/:v:/s/StaffShare/ERZ4XtXp111Osct3VNWJ-PABMYWAnCZM2KNbzrOMLgNTzw?e=uJRtXj
    (Staff without access to a device e.g. lunchtime supervisors, complete a hand written form and hand to DSL/DDSL)
- Designated staff are trained in specialist areas of work, such as:
  - Designated Safeguarding Lead (biannually)
  - Safer Recruitment (biannually)
  - Designated Teacher for Looked After Children (biannually)
- 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:
  - TSSP Termly Safeguarding in Education Bulletins
  - Further online learning (National College)
  - Staff handbook
  - Staff induction pack
  - Standing agenda item in SLT/YGL meetings and weekly staff CPD
  - In-house training
  - Videos
  - NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors
- All learning and training is documented as part of the member of staff's CPD library which helps us plan and evaluate learning needs across the staff team.
- A checklist is used as part of the induction process to ensure all compulsory learning has taken place.
- All staff and volunteers should know what to do if a child tells them he/she/they are being abused, exploited or neglected including peer on peer abuse. Staff and volunteers 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.

- 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.
- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse – previously peer-on-peer) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports in their schools 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).
- All training events are offered 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.
- As and when required, other external agencies may be consulted to assist with staff learning and development.
- They will be informed who the Designated Safeguarding Lead (DSL) and Deputy DSLs are, and what their role is. They will also be provided with access to the safeguarding/child protection recording form/procedure and instruction as to operation of the relevant software (CPOMs): https://register.gotowebinar.com/recording/8078483980266149762 https://brooklandspri.sharepoint.com/:v:/s/StaffShare/ERZ4XtXp111Osct3VNWJ-PABMYWAnCZM2KNbzrOMLgNTzw?e=uJRtXj
- Our governing body also undertake appropriate training to ensure they are able to carry out their duty to safeguard children. There is a nominated safeguarding lead, (including bullying) who is appropriately trained, and Governors trained in safer recruitment.

8 CATERGORIES OF ABUSE

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. Abuse is defined as "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" (KCSiE '26). All staff are aware of the categories of abuse, which are:

The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse can be found in Appendix 3. Staff are also made aware of other key safeguarding topics that, these are:



Child-on-Child Abuse

We recognise that children can experience physical, sexual, and emotional abuse from their peers or siblings. This may include, but is not limited to, bullying (including cyberbullying), gender-based violence, sexual assaults, and sharing of nudes or semi-nudes. Allegations of child-on-child abuse should always be treated as a safeguarding concern and may include behaviour that is harmful, abusive, or possibly criminal in nature. Some incidents may indicate that other pupils in the school or community could be at risk and require careful consideration and monitoring.

Abuse perpetrated by children can be just as harmful as abuse by adults. Staff must never dismiss or tolerate concerns and must respond with the same rigor as they would with adult-perpetrated abuse. All incidents must be reported immediately to the Designated Safeguarding Lead (DSL) or their deputy, who will follow safeguarding procedures, liaise with children's social care or the police as appropriate, and ensure records are kept. Where a safeguarding risk is identified, an individual risk assessment and supervision plan will be put in place for both the alleged victim and the alleged perpetrator.

The school also utilises the Lucy Faithfull Foundation's Harmful Sexual Behaviour Toolkit to support prevention, identification, and intervention in cases of sexualised behaviour among pupils.

The fact that a child or a young person may be LGBTQ+ (or gender questioning) is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum which is taught to children in all year groups.

The school recognises that children who are questioning their gender may experience additional vulnerability. Any support provided will prioritise safeguarding, wellbeing, privacy, dignity and compliance with current statutory guidance. Parents/carers will normally be involved unless doing so would place a child at risk of harm. Decisions will be considered on a case-by-case basis and informed by a safeguarding risk assessment.

Indicators: Repeated or severe bullying, including cyberbullying; physical aggression, hitting, or fighting; sexualized behaviour, sexual harassment, or sexual assault; sharing or distributing nudes/semi-nudes; social isolation or withdrawal from peers; reluctance to attend school or participate in activities; behaviours or experiences that indicate a pupil may be at increased risk due to LGBTQ+ status, gender questioning, or other vulnerabilities

Children with Special Educational Needs and Disabilities (SEND)

Children with SEND or health conditions can face additional safeguarding challenges. Staff are trained to recognise and address these, including:

- Avoiding assumptions that changes in behaviour, mood, or injuries are due to a disability without further investigation
- Recognising that bullying or other abuse may disproportionately affect children with SEND, sometimes without outward signs
- Overcoming communication barriers that may impede disclosure

Staff remain vigilant to abuse or neglect risks for all children, ensuring that SEND-related factors do not obscure safeguarding concerns.

Indicators: Changes in behavior or mood not explained by disability; increased vulnerability to bullying or exploitation; difficulty communicating concerns or needs; reluctance or inability to engage in safeguarding conversations; unexplained injuries or signs of neglect.

Children with a Social Worker and the Role of the Virtual Headteacher

We recognise that children who have a social worker are potentially more vulnerable to harm and may face additional barriers to attendance, learning, behaviour and mental health. Staff will take these vulnerabilities into account when planning support.

Examples of support include:

- Ensuring high levels of communication between school, social workers and other agencies.
- Prioritising attendance monitoring and early intervention where patterns of absence emerge.
- Offering tailored pastoral and academic support.

The Virtual Headteacher has responsibility for promoting the educational outcomes of children who have, or have had, a social worker. The DSL will work with the Virtual Headteacher to ensure that the school contributes effectively to these outcomes. The DSL is responsible for knowing which children have a social worker and understanding their additional vulnerabilities. They monitor these children's attendance, behaviour, and academic progress, ensuring they receive tailored pastoral and academic support. The DSL also liaises closely with social workers and other agencies, maintaining accurate records to ensure coordinated safeguarding and welfare.

Indicators: Frequent absences or lateness; signs of neglect or unmet basic needs; sudden changes in behavior or academic performance; anxiety, low self-esteem, or social withdrawal; difficulty forming or maintaining relationships.

Female Genital Mutilation (FGM) and Honour-Based Violence (HBV)

Staff are trained to identify and respond to the risks of FGM and other forms of HBV (e.g., breast-ironing).

- Concerns should be reported immediately to the Designated Safeguarding Lead (DSL), who will activate safeguarding procedures and liaise with police and children's social care.
- Teachers are legally required to report known or suspected FGM in girls under 18 to the police (Section 5B, Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015).
- Guidance and support are provided to staff, with procedural information available via Home Office guidance ('Mandatory Reporting of Female Genital Mutilation – October 2015').
- All suspected or known cases of HBV follow normal safeguarding reporting channels, with external referrals made as needed.

Indicators: Reluctance to attend school or certain activities; difficulty walking or sitting; frequent bladder or menstrual problems; isolation from peers or family members; references to FGM, forced marriage, or honour-related practices.

Radicalisation and Extremism

Safeguarding against radicalisation and extremism is part of our wider safeguarding strategy.

- Staff, volunteers, and governors receive Prevent training to identify children vulnerable to radicalisation and extremism.
- Internet access is monitored and filtered to prevent exposure to extremist material.
- The DSL is the point of contact for concerns and will make referrals per Trafford Channel Procedures, attending meetings as required.
- Spiritual, moral, social, and cultural development is embedded in the curriculum to build resilience and promote fundamental British values.

Indicators: Sudden changes in beliefs, ideology, or language; isolating from existing peer groups or family; possession or sharing of extremist material; increased secrecy or withdrawal; expressions of hatred or support for violence.

Domestic Abuse

Exposure to domestic abuse is recognised as a significant safeguarding issue that can affect children's social, emotional, and educational development.

- Domestic abuse may be psychological, physical, sexual, financial, or emotional and may occur as a single incident or repeated pattern.
- Children may be direct victims or witness abuse at home, impacting their well-being, learning, and development.
- Training ensures staff understand domestic abuse and its effects on children.

Indicators: Anxiety, depression, or aggression; physical injuries or unexplained bruises; school attendance issues; fearfulness or clinginess; difficulties concentrating or sudden academic decline.

Operation Encompass

- This initiative allows early reporting to schools of domestic abuse incidents to safeguard affected children.
- Key nominated adults (John Beith and Tom Shrimpling) work with children to provide overt or silent support, maintaining a safe and familiar school environment.
- Immediate risks are reported without delay to MARAT or the Emergency Duty Team.

Forced Marriage

Forced marriage is recognised as a form of child, adult, and domestic abuse.

- Staff receive training to recognise and respond appropriately.
- All safeguarding policies are applied to protect potential victims.
- Parents or carers are not approached prior to referral to other agencies when forced marriage is suspected.
- Cultural or religious practices do not justify child abuse; safeguarding takes precedence.

Indicators: Signs of fear or anxiety regarding family events; withdrawal from school or social situations; abrupt trips abroad or missing school without explanation; reluctance to make independent choices; signs of emotional distress or depression.

Child Sexual Exploitation (CSE)

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. CSE does not always involve physical contact and can also occur online.

Indicators: Older friends or relationships with controlling adults; unexplained gifts, money, or possessions; frequent absence from school or poor punctuality; risky online behavior or secretive social media use; signs of physical injury or sexualized behaviour.

Child Criminal Exploitation (CCE) and County Lines

Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. This may be in exchange for something the child needs or wants, or through violence or the threat of violence.

County Lines refers to gangs and organised criminal networks involved in exporting drugs across the country, often using dedicated mobile phone "deal lines". Children and vulnerable adults are exploited to move or store drugs and money. Victims may be subject to intimidation, threats of violence, debt bondage or kidnapping.

Indicators: Carrying unexplained money or items; frequent absences or disengagement from school; sudden new friendships with older peers; involvement in crime, violence, or substance misuse; fearful or anxious behavior, especially around certain individuals.

Mental Health and Safeguarding

We recognise that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected to diagnose conditions but are well placed to notice behaviours or changes in emotional wellbeing that may raise concerns. Where a mental health concern is also a safeguarding concern, staff must take immediate action by reporting to the DSL or a deputy.

At Brooklands Primary School, the Senior Mental Health Lead can be contacted via the school office. The Senior Mental Health Lead works closely with the DSL to ensure children receive the right support at the right time.

Indicators: Persistent low mood, anxiety, or irritability; self-harming behaviors or talk of self-harm; withdrawal from social or academic activities; decline in academic performance; sudden changes in sleep, appetite, or personal hygiene.

Serious Violence

The school is committed to preventing and addressing serious violence among pupils. Staff are trained to recognize signs of risk, including involvement in gangs, bullying, or substance misuse, and to respond appropriately. We work closely with local authorities, police, and other agencies to safeguard pupils and share relevant information. Support is provided to children affected by serious violence, and the school's procedures are regularly reviewed to ensure they remain effective and up to date.

Indicators: Involvement with gangs or violent groups; carrying weapons or items used in aggression; threats or intimidation towards peers; frequent bullying, fights, or conflicts; substance misuse or association with risky environments.

Violence Against Women and Girls (VAWG), Misogyny and Gender-Based Abuse

The school recognises that harmful attitudes towards women and girls, misogyny, sexual harassment and gender-based abuse can form part of wider safeguarding concerns. Staff are alert to behaviours which normalise violence, harassment, degradation or discrimination. Such behaviours will be challenged through the curriculum, behaviour systems and safeguarding procedures when appropriate.

9 RECORDING AND REPORTING CONCERNS

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

- Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording systems (CPOMs), making sure this is signed and dated
- All concerns about a child or young person should be reported **without delay** and recorded in writing using the school's agreed template

10 WORKING WITH PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

- Parents and carers will be informed if a referral is to be made to a safeguarding agency.
- Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek further advice.
- School works hard to develop and maintain positive relationships with parents, sharing concerns with them and seeing any additional agencies or resources as supportive, without judgement and reducing stigma. We drive a positive safeguarding culture using a range of strategies, including a half-termly safeguarding newsletter for parents offering key staff profiles, updates, sign-posting to training and support, and emerging trends and dangers of which to be mindful. School also provides a weekly 'Wake-Up Wednesday' alert via the school app via The National College with a focus on digital safety.
- If a member of staff becomes aware of a private fostering arrangement, they must inform the Designated Safeguarding Lead (DSL) or their deputy immediately. The DSL will ensure that all known or suspected private fostering arrangements are reported to the local authority in the area where the child resides, in line with statutory guidance. Private fostering is defined in the 'Glossary'.

Information Sharing Duty

Brooklands Primary School recognises its statutory duties under the Children Act 2004 and the Information Sharing Duty guidance (September 2026). Where the school holds information relevant to safeguarding or promoting the welfare of a child, and sharing that information may assist another safeguarding partner or relevant agency to take action, the school will share that information in a timely manner.

Staff should be aware that information sharing for safeguarding purposes is a legal duty and should not be delayed because consent has not been obtained. Where appropriate, parents/carers will be informed that information is being shared; however, consent is not required where there is a lawful safeguarding basis for sharing.

The school will respond promptly to requests for safeguarding information from relevant safeguarding partners and agencies and will maintain appropriate records of information shared.

11 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child

as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

- All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

12 SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

- Brooklands Primary School recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.

- All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

- Children/young people are not permitted to directly access items that do not belong to the school. There is no option for BYOD (Bring Your Own Device) or mobile phone access during the school day.

Filtering and monitoring

School has robust filtering and monitoring processes in place to ensure children and staff remain safe when using technology at school. These are regularly evaluated in order to ensure children have access to a broad, age appropriate curriculum which protecting against inappropriate content and misinformation/disinformation, including use of Artificial Intelligence.

School meet with IT providers (Stockport IT) on an annual basis to review the overall sensitivity of filtering with regular case-by-case contact throughout the year in order to address new and emerging concerns. This is cross-referenced with contact with network providers (Trafford Local Authority).

In addition to live monitoring, given the size of our school and number of devices we use a software monitoring solution - 'Smoothwall' - which closely monitors and effectively prevents users from accessing or generating multimodal harmful content, monitor searches for text, images and site access, along with providing the context for these. A member of the senior leadership team is alerted should inappropriate content be accessed, identifying the device number, username, time/date and screenshot. School receives an immediate phone call if the search is related to suicidal ideation. This is communicated to parents via this policy and the school website. Monitoring reports are provided to governors on a termly basis as part of the Headteacher's Report.

The effectiveness of filtering and monitoring arrangements will be formally reviewed at least annually. The outcome of this review will be documented and reported to the governing body. Governors will receive assurance regarding the effectiveness of filtering and monitoring arrangements and any actions required.

Artificial Intelligence (AI)

- Generative AI refers to tools that can create text, images, audio or video at speeds beyond human capability. Examples include ChatGPT, Gemini, Microsoft Copilot and DeepSeek. These tools can support a wide range of tasks, such as content creation, problem-solving, research, coding, and administrative functions.

- DfE position: The Department for Education recognises the transformational potential of AI, particularly in reducing administrative burdens so teachers can focus on teaching. At the same time, the DfE highlights significant risks and therefore requires schools to adopt clear rules for safe and appropriate use.
- School position: Staff are permitted for specific tasks including:
    - generating or adapting teaching materials (e.g. subject knowledge, adjusted tasks, presentations, assemblies, worked examples, explanations);
    - drafting letters and emails;
    - checking spelling and grammar of anonymised report comments;
    - creating objectives, measurable impact statements, and other supporting text for school action plans.
    - health and safety documentations such as risk assessments, care plans, etc.
- Training and governance
    - Staff receive training on the ethical and safe use of AI, aligned with existing school policies including Online Safety, GDPR, Acceptable Use and the Staff Code of Conduct.
    - All AI activity is subject to the same filtering and monitoring processes that govern wider online activity in school.
    - AI use is kept under review by the senior leadership team to ensure compliance with statutory guidance and to respond to emerging risks or opportunities.

Staff recognise that artificial intelligence may be used to create harmful content including deepfake imagery, manipulated media, AI-generated sexual imagery, impersonation, misinformation and disinformation. Such incidents will be treated as safeguarding concerns and managed in accordance with child protection procedures.

Pupil Use of Artificial Intelligence (AI)

- AI use by pupils is only permitted under teacher supervision in a controlled classroom environment.
- Activities must be age-appropriate and directly relevant to the learning task.
- Example: pupils may develop their creative writing skills to provide a writing prompt to a large language model to generate a desired image, with the output shared and mediated by the teacher.
- Filtering and monitoring systems are in place to prevent access to harmful or inappropriate content.
- AI access is disabled by default and can only be enabled by the teacher for a specific task.
- Each authorised use of AI must be supported by a risk assessment to ensure safety and suitability.
- Teachers consider use of 'Study Mode' which provides step-by-step guides, similar to an unfolding academic lesson.
- Chat GPT, Copilot and Google Bard/Workspace are compliant with the DfE's Generative AI: product safety expectations guidance for staff and pupil use

Use of mobile phones

When using personal mobile phones, staff must ensure that phones:

- Are securely away from children and will be switched off or on silent whilst staff are on duty
- Are not used to take pictures of the children attending the setting
- Will not be used to take photographs, video or audio recordings in our setting
- Are not used to contact parents except in the event of an emergency
- Are not used by visitors upon entering the setting

If used on outings, staff must:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children
- Ensure all mobile phone use is open to scrutiny

- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential

School does not own a work mobile phone.

Pupil use of mobile phones

Brooklands Primary School is a phone-free environment for pupils during the school day. Any exceptions are agreed by senior leaders and are subject to appropriate safeguards. Older children (Year 5/6) have signed consent from their parents giving permission for the child to hand in their basic (non smart) mobile phone upon arrival to be stored securely and be switched off whilst in the setting, and returned at the end of the school day. School is not responsible for any theft or damage to devices. Children are taught about safe use of mobile phones both beyond and whilst travelling to school as part of our Safeguarding and Online Safety curricula. See Smartphone Free Policy.

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays)
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents.)
- Ensure that children are appropriately dressed, and only use the child's first name with an image
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

Sharing of nudes and semi-nudes

The school recognises that children may produce and share sexual images or videos of themselves, often referred to as youth-produced sexual imagery. All incidents of sharing nudes or semi-nudes must be reported immediately to the Designated Safeguarding Lead (DSL) or their deputy. The school takes a proactive approach to online safety through education and ICT programmes, and any safeguarding concerns will be addressed following the school's safeguarding procedures and in line with KCSIE 2026 and UKCCIS guidance. Where necessary, incidents may also be referred to social care or the police to ensure the welfare and protection of all young people involved.

14 HOME EDUCATION/CHILDREN MISSING IN EDUCATION

Where parents express an intention to educate their child at home, Brooklands Primary School will liaise closely with the local authority and, where applicable, the child's social worker. This ensures that decisions are made in the best interests of the child, particularly for those with SEND or other vulnerabilities. Staff will provide relevant information and support during this process and continue to monitor the child's welfare as appropriate.

We follow the statutory guidance *Working Together to Improve School Attendance* when managing children who are absent from education. This guidance provides a framework to safeguard children and ensure timely and appropriate interventions.

In light of the national drop in pupil attendance and number of pupils being home educated, there is a reinforced focus on Children Missing in Education (CME) and those home educated. School has a robust procedure in place to identify and intervene early if a child goes missing from education. This includes monitoring attendance closely and following up on absences promptly to ensure the safety and well-being of the child. If a child is absent without explanation, school will follow the following process:

1. contact the parent via phone
2. contact the parent via email
3. contact the parent via letter
4. conducting a home visit
5. contact the local authority attendance team
6. contacting external agencies as appropriate (e.g. request a police welfare check, contact Trafford First Response)

If the family have a nominated social worker, they will also be contacted in the event of an absence from school.

School's attendance team meets monthly to review attendance data and agree any actions in line with school's attendance policy. School will also consider absence from school as an indicator of a range of safeguarding concerns, including neglect, abuse, exploitation, or involvement in criminal activity. The school recognises that both persistent absence and occasional unexplained absence may be indicators of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation or other safeguarding concerns

Attendance data is shared daily with the DfE through the Wonde portal.

School follows guidance from the local authority's attendance team in the event of a parent seeking to electively home educate their child in order for them to be added to their register.

15 ALTERNATIVE PROVISION (AP)

When placing pupils with alternative provision (AP) providers, we ensure safeguarding remains paramount by:

- Obtaining written confirmation that appropriate safeguarding checks have been completed on all individuals working at the AP provider.
- Receiving notification of any arrangements or changes that may place the pupil at risk.
- Maintaining full awareness of the pupil's location during school hours, including subcontracted and satellite provision.
- Reviewing all AP placements at least once every half term to monitor safeguarding and wellbeing and as part of a re-integration plan
- Taking prompt action, including terminating placements, if safeguarding concerns arise.

16 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, VOLUNTEERS AND CONTRACTORS

1. Introduction

All concerns or allegations against those working in or on behalf of the school in a paid or unpaid capacity—including staff, supply teachers, volunteers, and contractors—are dealt with in line with the school's Managing Allegations Policy and in accordance with *Keeping Children Safe in Education (2026)*.

2. Definition of an Allegation

An allegation is any information which indicates that an adult working 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 they 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.

This applies to any child the member of staff has contact with, whether in a personal or professional context.

3. Reporting Allegations

- All staff are reminded of the school's Whistleblowing Policy (available on the school website).
- NSPCC whistleblowing contact details are included in Appendix 4.
- Allegations regarding members of staff must be reported immediately to the headteacher, or in their absence, the deputy headteacher. The designated safeguarding lead (DSL) will discuss concerns, even if staff feel uncomfortable reporting a colleague.
- Staff who feel they may be at risk of an allegation are encouraged to self-report to avoid difficult situations.
- Allegations concerning the headteacher should be reported to the Chair of Governors, using the contact details in the key information section of this policy.

4. Referral to LADO

- Concerns meeting the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day.
- Initial discussions with the LADO will consider the nature of the allegation and the next steps.
- Contact details for the LADO for Trafford are in Appendix 4.

5. Supply Staff and Agency Workers

- While the school does not directly employ supply staff, all allegations will be handled properly.
- The school will not cease to use a supply teacher due to safeguarding concerns without first establishing the facts and consulting the LADO.
- The Governing Body will liaise with the agency to determine whether suspension or redeployment is appropriate during the investigation.
- The school usually takes the lead in investigations, as agencies do not have direct access to children or staff and cannot collect all necessary information for LADO referrals.

6. DBS and Teaching Regulation Agency Referrals

- The Managing Allegations Policy sets out procedures for making referrals to the Disclosure and Barring Service (DBS) when a person in regulated activity has been dismissed, removed, or would have been removed due to safeguarding concerns.
- Where a teacher's employer, including an agency, dismisses or ceases to use their services because of serious misconduct (or might have done so had the person not left), the case must be considered for referral to the Secretary of State via the Teaching Regulation Agency (TRA).
- Schools and colleges must make DBS referrals when they remove (or would have removed) someone from regulated activity and believe they have:
  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 offence.
- The Secretary of State may investigate referred cases and, if appropriate, issue a prohibition order.

7. Concerns Below the Harm Threshold

- Governing bodies and proprietors should have policies to manage concerns that do not meet the harm threshold.
- Such concerns may arise from suspicion, complaints, disclosures from children, parents, or staff, or from vetting checks.
- Schools must record, monitor, and act on these low-level concerns to safeguard children and ensure staff accountability.

8. Promoting a Safe and Transparent Culture

- As part of the whole-school safeguarding approach, the school promotes an open and transparent culture.
- All concerns about adults working in or on behalf of the school, including supply staff, volunteers, and contractors, are dealt with promptly and appropriately.
- Staff are encouraged to raise any concern, however minor it may seem, to ensure children's safety.
- Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard their welfare.

17 SERIOUS CASE REVIEWS

The Trafford Strategic Safeguarding Partnership (TSSP) will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

- If required Brooklands Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

18 VOLUNTEERS

The school will undertake appropriate safeguarding checks for volunteers in accordance with Keeping Children Safe in Education 2026, current legislation, local authority guidance and the nature of the role being undertaken.

Prior to commencing volunteering, the school will undertake a written risk assessment which considers:

- the nature of the volunteer role;
- the frequency and duration of contact with children;
- the level of supervision provided;
- whether the role constitutes regulated activity; and
- the need for an enhanced DBS certificate and/or children's barred list check.

Where required by legislation or statutory guidance, enhanced DBS checks and children's barred list checks will be obtained before a volunteer begins working with children.

The school reserves the right to obtain enhanced DBS checks for volunteers where this is considered necessary to safeguard children, even where such checks are not explicitly required.

Governors

As of September 1st 2016, schools must obtain an enhanced DBS and barred list check for all governors.

Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. If governors volunteer or carry out other duties that would be deemed as regulated activity then the appropriate checks must be applied.

19 SINGLE CENTRAL RECORD

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

• all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;

- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools (including academies and free schools));
- further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers, schools should record this on the single central record. For details of records that must be kept, see:

- for maintained schools: Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);

Appendix 1 Operation Encompass Flowchart

Operation Encompass Process

Trafford Strategic Safeguarding Partnership

Police attend and incident of Domestic Abuse.

Details of perpetrator, victim and all children who usually reside at the address (whether present during DA incident or not) are recorded.

'Voice of the Child' is recorded.

The police officer who attneded the incident will email the notification to the school before the end of their shift.

Every effort will be made to ensure this notification is sent before 09:00. In instances where the police officer does not send the notification the GMP Safeguarding Team are continuing to send these.

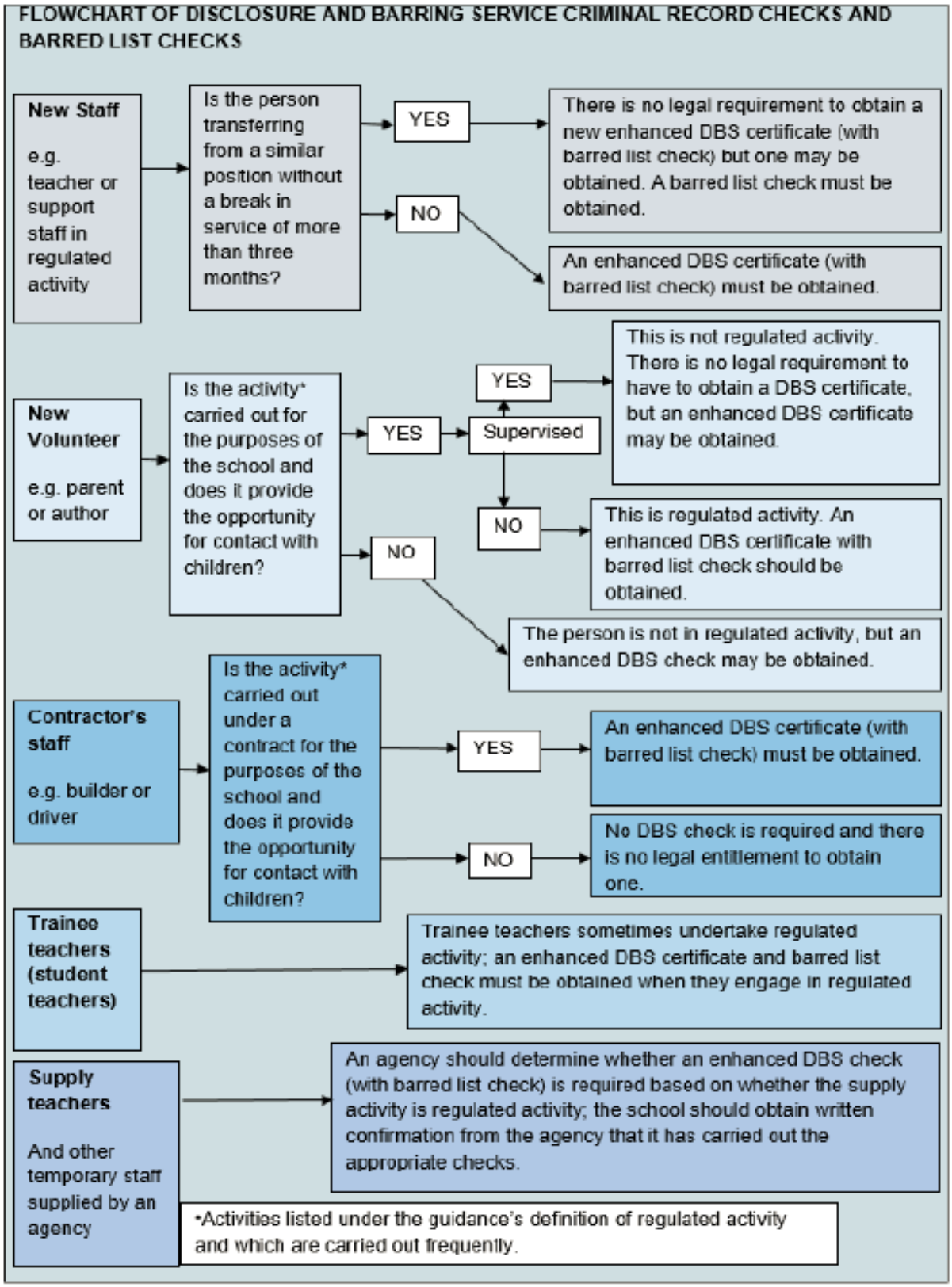
Designated Safeguarding Lead and/or Deputy (Key Adult) will review the information, assess the risk and develop a working strategy.

Working strategy may include checking the child's records for recent concerns, discussion with child's teacher, providing overt or silent support.

If you are concerned the child is being subjected to or has been subject to significant harm you should inform children's social care.

Further Information on Safeguarding and Safeguarding Policies can be found on the TSCB Website at www.tscb.co.uk

Appendix 2 DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education, September 2022

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 5126 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5126 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 911 8687 TSSP@trafford.gov.uk	Trafford Personal Advisor
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

Appendix 6 UK Council for Child Internet Safety guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 7 Staff Safeguarding Checklist

Schools Model Safeguarding Staff Inc

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.proceduresonline.com/trafford/cs/chapters/p_assessment.html

Appendix 10 Trafford Multi- Agency Safeguarding Arrangements

TSSB-multiagency-arrangements (traffordsafeguardingpartnership.org.uk)

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. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or 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 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.
Child Criminal Exploitation	Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have

Term	Meaning
	experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation
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	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological • physical • sexual • financial • emotional
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

Term	Meaning
	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: • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • 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.
Sharing of images/videos	Consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.

Term	Meaning
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).
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
Peer on Peer Abuse	Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it

Term	Meaning
	appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future
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.

Term	Meaning
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
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.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003. Sexual violence offences include: rape, assault by penetration and sexual assault. Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)
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.

Resources (websites)

- NSPCC Safeguarding and Child Protection in schools: https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/
- NSPCC Safeguarding in Education Self-assessment tool: https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/
- Andrew Hall range of topics: https://www.safeguardinginschools.co.uk/latest/
- CEOP: https://www.ceop.police.uk/safety-centre/
- Think u know: https://www.thinkuknow.co.uk
- Parent Info: http://parentinfo.org/
- UK Safer Internet Centre: https://www.saferinternet.org.uk/
- UKCCIS, including a guide for parents and useful audit questions for governors: https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Net aware: https://www.net-aware.org.uk/
- CBBC Stay Safe Online: http://www.bbc.co.uk/cbbc/shows/stay-safe
- KidSMART: http://www.kidsmart.org.uk/parents/
- Child Net: http://www.childnet.com/
- Parent Zone: https://parentzone.org.uk/
- Brook sexual behaviours traffic light tool: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
- Parents against CSE: http://paceuk.info/
- Project Phoenix for Positive relationships and online safety: http://www.TSSP.co.uk/docs/positive-relationships-and-online-safety-guidance-for-primary-schools.pdf
- It's not okay: http://www.itsnotokay.co.uk/
- Private fostering: http://privatefostering.org.uk/
- Child-on-child abuse: http://cultureofsafety.thesilverlining.com/childcare/peer-abuse/
- Sharing of nudes and semi-nudes: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sharing of nudes and semi-nudes/
- Sharing of nudes and semi-nudes from Child line: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sharing of nudes and semi-nudes/
- Domestic Abuse app and video: http://www.safeguardingchildrenea.co.uk/training-news/reduce-the-risk-a-free-app-designed-for-victims-of-domestic-abuse-and-their-family-and-friends/
- Child accidents at home: http://www.safeguardingchildrenea.co.uk/resources/child-safety-week-exposing-household-hazards-hiding-plain-sight/
- Education against hate: http://educateagainsthate.com/
- Resources available from 'The Key': https://schoolleaders.thekeysupport.com/pupils-and-parents/safeguarding/managing-safeguarding/safeguarding-children-sample-checklists/
- http://www.operationencompass.org/
- NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.
- http://www.nspcc.org.uk/inform

Documents and Guidance

- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2026 (September 2026)
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 (February 2017)
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- Information Sharing Duty Statutory Guidance (UK Government, September 2026)

- DfE guidance and documents: https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children
- DfE latest news and links: https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest
- Young Person's guide to KCSiE: http://www.cheshireeastlscb.org.uk/pdf/young-persons-guide-to-keeping-children-safe.pdf
- Preventing Bullying: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- FGM: http://www.TSSP.co.uk/docs/Multi-Agency-Statutory-Guidance-on-FGM-FINAL.pdf
- SCR FAQs: https://www.safeguardinginschools.co.uk/single-central-record-faqs/
- Governance Handbook: https://www.gov.uk/government/publications/governance-handbook
- Statutory Policies: https://www.gov.uk/government/publications/statutory-policies-for-schools
- School Security: https://www.gov.uk/government/publications/school-security
- Safeguarding in English Schools: http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8023#fullreport
- http://www.childrenscommissioner.gov.uk/publications/young-person-guide-working-together-safeguard-children
- http://www.childrenscommissioner.gov.uk/publications/young-persons-guide-keeping-children-safe
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/42619/Channel_Duty_Guidance_April_2015.pdf
- '*The Prevent duty: Departmental advice for schools and childcare providers*', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

Free posters, leaflets and guides

- Vodafone Digital Parenting Magazine: https://parentzone.org.uk/DP5
- Free NSPCC 'Share Aware' guides for parents: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/share-aware-schools-resources-form/?source=sateaching
- NSPCC 'Share aware' guide as a pdf: https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf
- Online safety: http://www.esafety-adviser.com/esafety-posters/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- Signs of abuse: https://www.safeguardinginschools.co.uk/free-safeguarding-posters/
- CSE: http://www.safeguardingchildrenea.co.uk/safeguarding-news/parents-picture-teachers-view-child-sexual-exploitation/
- NSPCC for children: https://www.nspcc.org.uk/services-and-resources/research-and-resources/childline-posters-wallet-cards/
- NSPCC for adults: https://www.nspcc.org.uk/services-and-resources/research-and-resources/helpline-posters/

- NSPCC leaflets and guides for staff, parents and children: https://www.nspcc.org.uk/services-and-resources/research-and-resources/leaflets-posters/
- NSPCC 'Pants' guides for staff, parents and children: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
- NSPCC Underwear rule poster: http://www.hillcrest.leeds.sch.uk/hillcrest-website-content/uploads/2016/01/HA_Underwear-Rule__144.pdf
- Anxious Child Booklet: https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- App guides for parents; https://www.thinkuknow.co.uk/parents/Support-tools/How-to-guides/?mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- Doodle Downloads: http://doodleeducation.com/?product_cat=doodle-downloads&mc_cid=d4de9fe0d3&mc_eid=6a9773dffe
- NSPCC exam stress guide for young people: https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/beat-exam-stress/
- Forced marriage: http://www.notinmyclassroom.co.uk/resources/
- CSE: https://www.westyorkshire.police.uk/cse
- Mental Health: https://www.minded.org.uk/
- FGM: https://www.fgmelearning.co.uk/
- PREVENT: https://www.elearning.prevent.homeoffice.gov.uk/
- Channel Awareness: http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Forced marriage: http://www.safeguardingchildrenea.co.uk/resources/awareness-of-forced-marriage-register-for-training/
- CSE: http://www.safeguardingchildrenea.co.uk/safeguarding-news/keep-them-safe/
- CSE: https://www.seenandheard.org.uk/
- Self-harm: http://www.safeguardingchildrenea.co.uk/self-harm-free-online-course/?utm_source=Homepage
- NSPCC and O2 Online email series: https://nspcc.o2.co.uk/
- For Governors: https://www.safeguardinginschools.co.uk/understandingsafeguardingandgovernance2/
- Mental health, Mental illness and Resilience in children and young people: http://cs1.e-learningforhealthcare.org.uk/public/CPN%5CCPN_02_003/d/ELFH_Session/9/session.html?lms=n#overview.html
- Modern slavery: http://www.e-lfh.org.uk/programmes/modern-slavery/
- Live my digital: https://www.gdst.net/livemydigital?mc_cid=e1795e8f7b&mc_eid=6a9773dffe
- Dementia: http://www.e-lfh.org.uk/programmes/dementia/open-access-sessions