

September 2025

Review Date: September 2026 (1 year)

Owner/Reviewer: Director of Inclusion & Vulnerabilities


Safeguarding Policy for QUEST Schools


St. John's C. of E. Primary School, Abram
St. Peter's C. of E. Primary School, Hindley
St. John's C. of E. Primary School, Hindley Green
Hindley Green Community Primary School
University Collegiate School & Sixth Form Bolton




Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

Central Team		
Designated Safeguarding Trustee	Sue Darbyshire	s.darbyshire@quest-trust.org.uk
Chair of Governors/Trustees	Dr. Crispin Pailing MBE	c.pailing@quest-trust.org.uk
Trust Safeguarding Lead	Nicola Richards	n.richards@quest-trust.org.uk
Deputy Trust Safeguarding Lead	Laura James	l.james@quest-trust.org.uk
School Deputy Designated Safeguarding Leads	Vicky Klage Kate Eastwood	v.klage@quest-trust.org.uk k.eastwood@quest-trust.org.uk

 ST. PETER'S <small>Church of England Primary School</small>		
ROLE	NAME	CONTACT DETAILS
Headteacher	Stephen Eccles	s.eccles@quest-trust.org.uk
Designated Safeguarding Lead (DSL)	Stephen Eccles	s.eccles@quest-trust.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Amanda Halliwell Jenny Evans Vicky Aindow	a.halliwell@quest-trust.org.uk Jennifer.evans@quest-trust.org.uk v.aindow@quest-trust.org.uk
Designated teacher for looked after children	Stephen Eccles	s.eccles@quest-trust.org.uk

 ST. JOHN'S <small>Church of England Primary School, Abram</small>		
ROLE	NAME	CONTACT DETAILS
Headteacher	Rachael Bear	r.bear@quest-trust.org.uk
Designated Safeguarding Lead (DSL)	Rachael Bear	r.bear@quest-trust.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Vicky Aindow Jen Hunter	v.aindow@quest-trust.org.uk j.hunter@quest-trust.org.uk
Designated teacher for looked after children	Rachael Bear	r.bear@quest-trust.org.uk

 ST. JOHN'S <small>Church of England Primary School, Hindley Green</small>		
ROLE	NAME	CONTACT DETAILS
Executive Headteacher (DDSL)	Chloe Fletcher	c.fletcher@quest-trust.org.uk
Designated Safeguarding Lead (DSL)	Linda Gatley	l.gatley@quest-trust.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Kerry Birchall Lauren Burns	k.birchall@quest-trust.org.uk l.burns@quest-trust.org.uk
Designated teacher for looked after children	Linda Gatley	l.gatley@quest-trust.org.uk

 HINDLEY GREEN <small>Community Primary School</small>		
ROLE	NAME	CONTACT DETAILS
Executive Headteacher (DDSL)	Chloe Fletcher	c.fletcher@quest-trust.org.uk
Designated Safeguarding Lead (DSL)	Brian Jennings	b.jennings@quest-trust.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Kerry Birchall Kelly Walls	k.birchall@quest-trust.org.uk k.walls@quest-trust.org.uk
Designated teacher for looked after children	Brian Jennings	b.jennings@quest-trust.org.uk

UNIVERSITY
Collegiate SchoolUNIVERSITY
Collegiate Sixth Form

ROLE	NAME	CONTACT DETAILS
Headteacher	Ian Barry	i.barry@quest-trust.org.uk
Deputy Headteacher (DDSL)	Angela Gilroy	a.gilroy@quest-trust.org.uk
Designated Safeguarding Lead (DSL)	Abi Lockett	a.lockett@quest-trust.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Naomi Harrison	n.harrison@quest-trust.org.uk
Designated teacher for looked after children	Angela Gilroy	a.gilroy@quest-trust.org.uk

Wigan Council		
Virtual School	Charmaine Tarrang	admin.virtualschool@wigan.gov.uk
LADO	Heather Martin	lado@wigan.gov.uk
Children's First Partnership Hub	Early Help / Children's Social Care	01942 828300
Wigan Safeguarding Partnership		wscb@wigan.gov.uk
Nursing / Health Visiting service	Locality 3	01942 483889
Housing	Wigan & Leigh Housing	01942 4040128

Bolton Council		
Virtual School	Lindsay Nelson	
LADO	Lisa Kelly	
Integrated Front Door	Early Help (option 1) / Children's Social Care (option 2) / Professional Consultation (option 3)	01204 331500
Bolton Safeguarding Partnership		
Nursing / Health Visiting service	Pikes Lane Centre	01204 462325
Housing	Bolton at Home	01204 328000

Introduction

This policy has been developed in accordance with the principles established by

- The Children Act 1989 and 2004 (as amended).
- The Children and Social Work Act 2017.
- The Safeguarding Vulnerable Groups Act 2006.
- The Education Act 2002 (Section 157/175)

In addition to the revised documents.

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2025
- Working Together to Improve School Attendance 2024

Other key documents are noted, which have prompted changes to safeguarding requirements over time. This policy references these throughout where relevant:

- [GDPR and the Data Protection Act 2018](#)
- [Information Sharing: Advice for Practitioners 2024](#)
- Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- [Childcare Act 2006 \(amended 2018\)](#)
- [The Human Rights Act 1998](#)
- [The Equality Act 2010](#)

This policy should also be read in conjunction with:

Wigan Council's Threshold of Need Document / Procedure and Wigan's Resolution Protocol.
<https://wigansafeguardingchildren.co.uk/>

Bolton' Council's Threshold of Need Document / Procedure and Bolton's Challenge and Escalation Processes.
<https://www.boltonsafeguardingchildren.org.uk/>

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the Trustees and Governing Body and should be read alongside the following policies relevant to the safety and welfare of our pupils:

Relationship & Behaviour Management Policy
Staff Code of Conduct
Complaints procedure
Equality Scheme
Attendance Policy
Safer Recruitment
Children Missing in Education
Safer Recruitment
Risk Assessments

Prevent Bullying Policy
Whistleblowing Policy
PSHE & C Policy
Relationships Education Policy
SEND Policy (incl. intimate care)
Managing Allegations Against Staff
Supporting Children with Medical Conditions
Relationships and Sex Education
ICT including E-Safety Policy
Health and Safety

The aim of this policy is to ensure:

- All of our students are safe and protected from harm
- Safeguarding procedures are in place to help pupils and students to feel safe and learn to stay safe
- Adults in the education setting community are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- All agencies are providing appropriate support to children and young people through adoption of the early help framework

This will be achieved by:

- Supporting the child's / young person's development in ways that will foster security, confidence and independence.
- Providing a high quality, safe and stimulating environment in which children and young people feel safe, secure, valued and respected, feel confident, and are able to enjoy, learn and grow in confidence. Have positive relationships with the adults caring for them and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse (see appendices) and preventing and intervening earlier to address support and the social needs of young people through the early help framework
- Providing a systematic means of monitoring children / young people known or thought to be at risk of harm and ensure as a Trust and school we contribute to assessments of need and support packages for those pupils/students.
- Emphasising the need for good levels of communication between all members of staff.
- Developing a structured procedure within the education setting which will be followed by all members of the education setting community in cases of suspected abuse. Also, that staff have had access to specific training and awareness raising concerning:
 - Employee code of conduct (for safer working practice)
 - DSL/DDSL training
 - KCSIE Part 1
 - Looked After Children (CLA)
 - Online safety training for staff including the filtering and monitoring system
 - Preventing Radicalisation
 - Staff training
 - Whistleblowing
- Developing and promoting effective working relationships with other agencies, especially the Police, Health and Social Care.
- Ensuring that all staff working within our education setting who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check ¹(according to guidance) and a central record is kept for audit
- Curriculum – teaching about safeguarding: Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE/RSE and citizenship curriculum specifically includes the following objectives:
 - Developing pupil self-esteem and communication skills

¹ Guidance regarding DBS checks was updated by the Protection of Freedoms Act 2012
<https://www.gov.uk/dbs-check-applicant-criminal-record>

- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- These principles will meet the statutory requirements and underpin the Relationships and Sex Education and Health Education curriculum.

To be read in conjunction with [KCSIE 2025](#).

Scope

As outlined above, the term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach through the early help framework to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

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

- Physical abuse
- Emotional Abuse
- Neglect
- Sexual abuse

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 one and two*.

This policy assumes that any of the categories of abuse could be disclosed within the Borough of Wigan and Bolton and gives further information relating to individual types of abuse within this document in line with advice and guidance within Keeping Children Safe in Education 2025.

Expectations

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a pupil.
- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSIE 2025). All staff working directly with children have also read Annex A.

No single professional can have a full picture of a child or young person's needs and circumstances. If children, young people and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. To fulfil this responsibility effectively, all staff will make sure their approach is child centred. This means that they will always consider what is in the **best interests** of the child. We recognise that Student's at alterative provision and those missing education are potentially at greater risk of harm.

We recognise that all adults, including temporary staff², volunteers, Trustees and The Governing Body, have a full and active part to play in protecting our pupils / students from harm, and that the child's / young person's welfare is our paramount concern.

All staff believe that our education setting should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person.

We recognise that a child / young person who is neglected, abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of worth.

We recognise that the education setting may provide the only stability in the lives of children and young people who have been abused or are at risk of harm. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that the early help framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child / young person and their family.

Responding to concerns / disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Do:

- **Create a safe environment by offering** the child a private and safe place if possible.
- **Stay calm** and reassure the child and stress that he/she is not to blame.
- **Tell** the child that you know how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child what you are going to do next.
- Use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **Tell only the Designated or Deputy Designated Safeguarding Lead.**
- **Record** in detail using the school online secure MIS platform without delay, using the child's own words where possible.

Don't:

- Take photographs of any injuries.
 - Postpone or delay the opportunity for the pupil to talk.
 - Take notes while the pupil is speaking or ask the pupil to write an account.
 - Try to investigate the allegation yourself.
 - Promise confidentiality, e.g. Say you will keep 'the secret'.
 - Approach or inform the alleged abuser.
- All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL and record it using the school secure online MIS platform. It is the responsibility of each adult in the school to ensure that the D/DSL receives the record of concern without delay.

² Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

In some circumstances, the D/DSL or member of staff may seek advice from Children's Social Care.

During term time, the DSL and / or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Children's Social Care. We follow this up by contacting Children's Social Care directly within the relevant local authority.

Safe Setting, Safe Staff

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children and young people both physically within the education setting environment and, for example, in relation to internet use, and when away from the education setting, undertaking off site trips and visits.

School security guidance has been compiled to support the senior management of educational settings in the discharge of their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and pupils / students of the setting. **Appendix Four**

QUEST will ensure that:

1. The Board of Trustees and Local Governing Board takes seriously its responsibility under section 157/175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering / at risk of suffering abuse and neglect and exploitation.

As key strategic decision makers and vision setters for the schools, the Trustees and Local Governing Board will make sure that our policies and procedures are in line with national and local safeguarding requirements. Trustees and the Local Governing Board will work with the senior leaders to make sure the key actions set out in Safe Setting Safe Staff are in place.

- There is a safeguarding, child protection and early help policy together with a staff code of conduct
- The education setting operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Disqualification by Association is no longer allowed within school settings, although Disqualification under the Childcare Act 2006, still applies to staff themselves.
- The education setting has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- A senior leader has Designated Safeguarding Lead (DSL) responsibility
- On appointment, the DSL undertakes interagency training and also undertakes DSL “new to role” training and an “update” course every 2 years
- All other staff have access to safeguarding training as appropriate
- Any weaknesses in Child Protection processes and procedures are remedied immediately
- A member of the Board of Trustees, usually the Chair, is nominated to liaise with the LA on safeguarding issues and in the event of an allegation of abuse made against the CEO. Allegations made against the DCEO /Executive Headteacher/Leaders / Headteacher / Head of School shall be investigated by their line manager who shall seek advice from the LADO when deemed necessary.
- Safeguarding and Child Protection policies and procedures are reviewed annually and that the Safeguarding, Child Protection and Early Help (Thresholds of Needs) policy is available on the education settings website or by other means
- The Board of Trustees and Local Governing Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and / or for maintained schools through relationship, sex & health education (RSHE).
 - Online Safety
 - Developing pupil self-esteem and communication skills
 - Developing strategies for self-protection including online safety
 - Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
 - Gender Equality
 - LGBTQ+ Agenda within schools
- That enhanced DBS checks are in place for Chair of the Board of Trustees/Local Governing Board.
- Trustees and Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the board and governing body to apply for the certificate for any of their trustees/governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency’s (TRA) Teacher Services’ web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

- Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England. More information about this is available [Qualified teacher status \(QTS\): qualify to teach in England - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 - Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 made enhanced DBS checks mandatory for maintained school governors but not associate members. • The nominated governor (NG) for safeguarding liaises with the headteacher / principal and the D/DSL to complete an annual Section 175 safeguarding audit to return to the local authority.
2. Keeping Children Safe in Education is statutory guidance that education settings in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children applying to.
 - Governing bodies of maintained schools (including maintained nursery schools) and colleges;
 - Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
 - Management committees of pupil referral units (PRUs)
 3. The lead DSL is a member of the Senior Leadership team who has; along with the deputy designated safeguarding lead(s), undertaken the relevant training, and, upon appointment will undertake DSL new to role training followed by biannual updates.
 4. The DSL's who are involved in recruitment and at least one member of the governing body / trustees will also complete safer recruitment training to be renewed every 3 years.
 5. The name of the designated members of staff for child protection (DSL's and DDSL's) will be clearly visible in the school, with a statement explaining the education settings role in referring and monitoring cases of suspected abuse.
 6. All members of staff are trained in, and receive, regular updates in e-safety and reporting concerns
 7. All new members of staff will be given a copy of our safeguarding statement and safeguarding, child protection and early help (thresholds of need) policy, with the DSL's names clearly displayed, as part of their induction.
 8. All other staff, volunteers and The Governing Body, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
 9. Child protection and safeguarding concerns or allegations against adults working in the school are referred to the DO (previously LADO) for advice and that any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

10. All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the education settings Safeguarding, Child protection and Early Help policy, and reference to it in the school or setting's website.
11. The Policy is available publicly either on the education settings website or by other means. Parents / Carers are made aware of this policy and their entitlement to have a copy.
12. All visitors complete a sign in / out form, wear a school ID badge and are provided with safeguarding information including the contact details of safeguarding personnel.
13. Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the education setting. Supporting letter in relation to DBS checks of visitors holding professional ID badges can be found in **(Appendix three)**
14. Community users organising activities for children are aware of the school's child protection guidelines and procedures.
15. Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children on school sites at any time. If school receive an allegation relating to an incident during the letting period, school will follow their safeguarding policies and procedures as standard, including informing the LADO.
16. Our procedures will be annually (as a minimum) reviewed and updated.

Responsibilities

The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection and are responsible for:

1. Referring a child if there are any concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss these concerns. Referrals should be made by calling the Child in Need duty team.
2. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially, securely stored and are separate from pupil / students record, are transferred securely and held by the setting where the pupils / students attend until their 25th birthday. In the instance of an early help intervention, consideration will be given to the welfare of the child / young person and consult with the family for appropriate transfer of information.
4. Ensuring that an indication of the existence of the additional file outlined above is clearly marked on the pupil's records.
5. Ensuring that all records are kept and retained in line with the "Record retention" policy, Children looked after records are retained for 99 years, and a record is kept and witnessed of the disposal of individual's record.
6. Making sure when a pupil / student leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education setting as soon as possible.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

7. Ensuring that they, or the staff member attending case conferences, core groups, early help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared with the parents.
8. Ensuring that any pupil or student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
9. Organising child protection training on induction and update training every 3 years for all school staff.
10. Providing, with the Headteacher/head of school, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and The Governing Body; number and type of incidents/cases, and a number of children on the child protection register (anonymised).
11. Liaising with other agencies and professionals.
12. Take lead responsibility for safeguarding and child protection, including online safety, understanding the filtering and monitoring systems and processes in place.

Supporting Children and Young People

The education setting will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. Detailed information on Early Help can be found in Chapter 1 of Working Together to Safeguard Children.

Factors which may indicate a student may benefit from Early Help (not exhaustive)		
Misusing drugs or alcohol	Young carers	Frequently missing
Family circumstances such as parental drug, alcohol, mental health and domestic abuse	Is viewing problematic and/or inappropriate online content or developing inappropriate relationships online.	Anti-social behaviour, criminality, gangs/Organised Crime Group (OCG), County lines, including knife crime
Mental ill health	Missing education, persistently absent or not in receipt of full-time education	Returned to family from care or stepped down from social care involvement
At risk or being radicalised or exploited	Suspensions and at risk of, or has been permanently exclusion	At risk of modern slavery trafficking or exploitation
A family member in prison or parental offending	Medical conditions, disabled or special educational needs	Honour based abuse such as FGM or forced marriage
Bereavement		privately fostered

It is the responsibility of the education setting to initiate Early Help to identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the school to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

In all cases the educational setting will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education (2024) with particular reference to Part 1: Information for all schools and colleges.

Our education setting will support all children and young people by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as our relationships, whilst not condoning aggression or bullying.
- Healthy relationships
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupils new setting and ensuring the school medical records are forwarded as a matter of priority.

If at any point the education setting becomes concerned that a child or young person is at serious risk of harm they should respond appropriately. If the school is concerned that a child is at **immediate** or **imminent** risk, then they should contact Greater Manchester Police on either 111 or 999. If, however, the school is concerned that a child is, or is likely to suffer serious harm but it is not imminent they should call Wigan Children's Social Care Referral Team on 01942 828300.

Children with Special Education Needs and Disabilities (SEND)

The education setting will use the same considerations for children and young people with SEND, as detailed above. However, the setting must also take into consideration that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN or disability without further exploration (the setting must consider the child first and foremost, rather than the child's SEND).
- A higher risk of vulnerability due to factors such as a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including prejudice, negative responses and low expectations.

Information Sharing

We recognise that all matters relating to child protection are confidential³ and information is handled in line with the education settings.

The Government has issued Information Sharing for Safeguarding Practitioners Guidance that included 7 'Golden Rules' of Information Sharing in safeguarding :

The Government guidance (described by the NSPCC, 2018) is:

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

All staff must be aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

Sharing of information will be necessary for the purpose for which it's being shared, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely

Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

- The Local Authority
- NHS England
- Integrated Care Systems
- NHS Trusts, NHS Foundation Trusts
- The Local Policing body;
- British Transport Police Authority
- Prisons

3

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- National Probation Service and Community Rehabilitation Companies
- Youth offending teams and
- Bodies within the education and /or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education and Skills Act 2008.

We will always undertake to share our intention to refer a child or young person to Social Care with their parent's / carers unless to do so could put the child or young person at greater risk of harm or impede a criminal investigation.

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

As data controllers who process personal information we are registered with the Information Commissioner's Office *NB* The Data Protection Act requires every data controller who is processing personal information to register with the Information Commissioner's Office, unless they are exempt. To check if you are required to register check here: <https://ico.org.uk/for-organisations/data-protection-fee/self-assessment/>

Governing bodies and proprietors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. (KCSiE, 2025)

Supporting Staff

QUEST will work with partners in the safeguarding partnership to ensure positive outcomes for children and young people.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Designated Safeguarding Leads should make use of support available by the Local Authority and the partnerships Safeguarding Team.

DSLs will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders.

Training

All members of staff, trustees/governors and volunteers have read, signed and understood the schools Employee Code of Conduct Policy (for safer working practice).

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the schools – our Employees Code of Conduct Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management / mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.
- Safeguarding Training.

Safeguarding training

This training is for all staff, including trustees/governors and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole staff session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receives training in online safety, which includes the IT filtering and monitoring system, and this is updated as necessary.

Advanced training

The D/DSL has additional training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

KCSIE (2025) guidance to safer recruitment. To include:

- The recruitment and selection process
- Pre appointment and vetting checks
- Other necessary checks
- How to ensure the ongoing safeguarding of children and legal responsibilities of employers.

Preventing Radicalisation

All staff undertake Prevent Training.

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

The Trustees/Local Governing Boards

Trusted and/or Local Governing boards representatives undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wigan Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

Allegations Against Staff

All Education setting and Early Years staff should take care not to place themselves in a vulnerable position with a child.

All staff should be expected to have awareness and knowledge of Guidance on Behaviour Issues, along with the Trust/school's own Behaviour Policy and this should be part of induction for all new staff or volunteers.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction, alongside information on Safer Working Practices.

We understand that a pupil or student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children / young people, the member of staff receiving the allegation or aware of the information, will immediately inform the Executive Headteacher / Headteacher / Head of School

The Executive Headteacher / Headteacher / Head of school, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the CEO / DCEO / Executive Headteacher / Headteacher / Head of School, the person receiving the allegation will immediately inform the Chair of Trustees/Local Governing Board who will consult LADO, without notifying the Headteacher first.

The school will follow their local authority procedures for managing allegations against staff. Under no circumstances will we send a child / young person home pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the Executive Headteacher / Headteacher / Head of School will seek the advice of Human Resources / Legal / Trust D/DSL in order to make that decision and informing the LADO at the earliest opportunity.

In the event of an allegation against the CEO the decision to suspend will be made by the Chair of the Board of Trustees with advice as outlined above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Disagreements, Escalation and Resolution

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. In such cases the *Wigan SCP Case Resolution Protocol* or *Bolton's Challenge and Escalation Processes* is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the education settings safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with Executive Headteacher / Headteacher / Head of School.

If a staff member feels unable to raise an issue with Executive Headteacher / Headteacher / Head of School, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: See the Trust's Whistleblowing Policy:

- The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the Trust Executive Team on 01942 834000

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fails to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitudes or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the CEO or Area Education Officer / Designated Officer following the Trust's Whistleblowing Policy.

Whistleblowing regarding the Executive Headteacher / Headteacher should be made to the CEO whose contact details are readily available to staff (as pertained to setting).

It's acknowledged that Whistle-blowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

Physical Intervention and Use of Reasonable Force

We acknowledge that staff must only ever use physical intervention as a last resort, when a child or young person is endangering him / herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children / young people. "Reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the behaviour policy.

Such events should be recorded by completing a serious incident log and signed by a witness.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in an accredited positive handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children and young people, and all staff are aware of the safer working practice guidance⁴ to ensure they are clear about their professional boundary.

Prevention

We recognise that the education setting plays a significant part in the prevention of harm to our children and young people by providing them with good lines of communication with trusted adults.

We take seriously our duty of care, and we are proactive in seeking to prevent our students becoming the victims of abuse, neglect, or exploitation. We do this in several ways:

- Through the creation of an open culture which respects all individuals' rights and tackles bullying and discrimination of all kinds.
- By identifying members of staff who have overall responsibility for safeguarding and child protection matters.
- By promoting British values and offering Personal, Social, Health and Economic education (PSHE) curriculum to address the issue of child protection in the wider context of safeguarding.
- By ensuring our Designated Safeguarding Lead receives training and acts as a source of advice and support to other staff.
- By informing students of their rights to be free from harm and encouraging them to talk to staff if they have any concerns.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. We are committed to Early Help and the identification of unmet needs and vulnerabilities of our students. Our staff are aware of the Early Help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking Early Help Assessments and co-ordinating support. We support the wellbeing of children, young people, and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. We recognise that the needs of different family members impact on each other and we ensure that specific needs such as disabilities, those whose first language isn't English, fathers or male carers, and parents who identify as LGBTQ are considered.

Providing early help is more effective in promoting the welfare of children than reacting later. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

If early help is appropriate, the designated safeguarding lead (or deputy) will contact the early help hub to ensure there is no current intervention and will generally lead on liaising with other agencies, setting up an inter-agency assessment as appropriate.

Our schools' community will;

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children and young people e.g. through safety questionnaires, participation in anti-bullying week, asking children and young people to report whether they have had happy / sad lunchtimes / playtimes / breaks
- Ensure that all pupils and students know there is a trusted adult in the education setting whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE/ RSHE, opportunities to equip children with the skills they need to stay safe from harm and to know whom they should turn to for help. In particular this will include all aspects of anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in year 6 to prepare for transition to secondary school and more personal safety / independent travel.

Where Early Help is no longer effective, and concerns are escalating a consultation with the relevant team within social care will take place to determine if a referral to further Early Help Services or statutory services is required.

Guidance for Specific Safeguarding Circumstances

All staff have an awareness of specific safeguarding areas. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and on its own website www.nspcc.org.uk.

We access broad government guidance on a range of safeguarding issues via the GOV.UK website, Bolton and Wigan Safeguarding Partnership websites and Greater Manchester Procedures. Under the headings below and within the Glossary are explanations and definitions of specific safeguarding circumstances.

Domestic Abuse

We recognise the significant impact domestic abuse can have on children and young people, therefore we operate in partnership with Operation Encompass, a system which facilitates the sharing of information relating to domestic incidents where children live or frequent. Any incidents of domestic violence reported to the police will be notified to the education setting to effectively support the child(ren) / young person.

The operation encompass helpline and further resources can be found in Appendix 6.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Sexual Violence and Sexual Harassment including Child-on-Child

The Trust recognises that allegations of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made.

What is Sexual violence and sexual harassment?

When referring to **sexual violence** we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

When referring to **sexual harassment** we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexually harmful behaviour and harassment can include:

- unwanted sexual comments and messages, including social media, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- sexual “jokes” or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (we consider if this crosses a line into sexual violence, we will talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment.
- abuse in intimate personal relationships between peers.
- non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- sexual exploitation; coercion and threats

How we respond to sexual violence or sexual harassment:

- Advise support and guidance may be sought from the Safeguarding Education Team, Social Care and the Police.
- For all cases where a child has been significantly harmed, Children's Social Care and the Police will be contacted.
- We put measures in place to safeguard children without delay for example the introduction of a safety and support plan ensuring victim and those accused are kept a reasonable distance apart on school premises including at before and after-school activities.
- We balance the victims wishes against our duty to protect them and other students. If the referral is against the wishes of the victim, this will be handled extremely sensitively, and the reasons provided to the victim and support offered.
- If Social Care do not become involved, support will be offered through the Early Help process.
- We listen and reassure all victims that they are being taken seriously and that they will be supported and kept safe.
- We will never give the impression that the student is creating a problem by reporting sexual violence or harassment. A victim will never be made to feel ashamed for making a report.
- We listen to the report but do not ask any leading questions nor speak to those accused until advice is sought.
- Our relationships and behaviour policy will be followed including applying sanctions when appropriate, to reinforce a culture where sexual abuse, violence, harassment and online sexual abuse are not tolerated.
- The accused student will also be provided with support.
- We signpost victims to support such as Help after rape and sexual assault - NHS (www.nhs.uk) where appropriate.
- We put measures in place to support all students involved with their emotional wellbeing.
- All incidents will be recorded to ensure our DSL has oversight to identify patterns and intervene early.

With reports of rape and assault by penetration, whilst the facts are being established alongside social care and the police, those accused will be removed from any classes they share with the victim. We will also carefully consider how best to keep the victim and those accused a reasonable distance apart on our premises (including during any before or after school-based activities) and on transport to and from the school where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgement on the guilt of those accused. For other reports of sexual violence and sexual harassment, the proximity of the victim and those accused regarding shared classes, sharing school premises and school transport, will be considered immediately. We will gain details of any bail conditions and put measures in place to ensure these are adhered to.

Decisions will be made on a case-by-case basis with the DSL taking a leading role, supported by other agencies such as Children’s Social Care and the Police as required⁵.

Child on Child Abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys’ perpetrators of such abuse. Child-on-child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence
- sexual assaults
- nudes or semi nudes
- Initiation / hazing type violence and rituals.
- Abuse in intimate personal relationships between peers

Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school behaviour policy.

Victims, perpetrators and any other child affected by child-on-child abuse will be supported through the school’s pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. Cyber, racist, homophobic and gender related bullying.

All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We keep a record of known bullying incidents and will keep a record of racist and sexual incidents.

Upskirting

This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

In the event of any reported Upskirting, school staff will follow safeguarding procedures and report to the DSL or DDSL.

⁵ <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Radicalisation and Extremism:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, education settings should be alerted to changing in children's and young person's behaviour that could indicate that they are in need of protection.

Our school safeguarding policy is written to comply with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for schools specific guidance for schools.

Prevent

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties. Staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

We understand the risks affecting children and young people and understand how to identify individual students who may be susceptible to radicalisation and what to do to support them. We will assess the risk of children being drawn into terrorism, including support for extremist ideas such as Islamist extremism, Extreme Right Wing and Online Extremism.

As part of this Duty our Designated Safeguarding Lead will:

- undertake Prevent awareness training and be able to provide advice and support to other members of staff on protecting children and young people from the risk of radicalisation.
- ensure that children and young people are safe from terrorist and extremist material when accessing the internet with us and ensuring that suitable filtering are in place.
- ensure that the Prevent duty for Education is fully met as part of a risk assessed approach.
- ensure staff have accessed training and are clear on the definition of Extremism, Radicalisation and Terrorism (KCSIE, 2025 p. 156)

We refer to *DfE Managing risk of radicalisation* and utilise the 'Educate Against Hate' website which provides us with information, tools and resources to recognise and address extremism and radicalisation.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Channel awareness guidance will be accessed from the home office.

If our staff have any concerns about an individual, a channel referral form will be completed. Support may be accessed through the Channel Coordinator Tel: 0161 227 3543 Mobile: 07980968857 or [Counter Terrorism Policing](#). Channel Panel referrals go to: Channel.project@gmp.pnn.police.uk OR gmchannel@manchester.gov.uk

Exploitation – CSE, Criminal, Human Trafficking, Modern Day Slavery, County Lines

Our education setting will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of exploitation outlined in Appendix one (this is not an exhaustive or definitive list).

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites. More information about Child Sexual Exploitation is available on the Bolton and Wigan Safeguarding Children Partnership websites, Greater Manchester Procedures and staff are also aware of the Department for Education's Child sexual exploitation: guide for practitioners. Online training is also available at Pace UK. If there are concerns that a student may be being sexually exploited, we will record the concerns and refer to the appropriate agency; social care and/or the police.

Extra-familial harm/Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. Staff should be aware of the harms that can happen to children outside of the family and should consider the contexts with which harm takes place. An understanding of a child/young person's life outside of school and the family home is vital to provide a full picture of the child's needs and their exposure to harm.

School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

Female Genital Mutilation

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 where the law was extended to:

- A non-UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than pertinently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.
- A new offence is created of failing to protect a girl from the risk of FGM. Anyone convicted can face imprisonment for up to seven years and / or and unlimited fine.
- Anonymity for the victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

Our Designated Safeguarding Lead will maintain up to date knowledge of the Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family and community pressure and can include multiple perpetrators. It is important that we are aware of this dynamic and additional risk factor when deciding what action to take. All forms of so-called Honour based abuse (regardless of the motivation) will be handled and escalated as appropriate.

If our staff have concerns about HBA they will speak to the Designated Safeguarding Lead (DSL) who will refer to Social Care. Should Social Care intervention not be required Early Help may be offered.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

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

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"
- Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to children's services will be made as necessary where concerns are raised.

Young Carer

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

Our school recognises the impact that being a Young Carer can have on pupils, and the importance of identifying those young people so that appropriate support can be provided.

Where a pupil / student at our school is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, our school uses the Early Help Framework and routes into the Family Hub Service.

Pupils with family members in prison

Children and young people whereby a family member is in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils and the court system

A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of childcare arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process.

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Children Missing Education / Attendance:

Responsibilities for Children Missing from Education (CME)

- Education settings must enter pupils on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the pupil will attend. If a pupil fails to attend on the agreed or notified date, the education setting should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Education settings must monitor pupils' attendance through their daily register. Settings should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly or have missed ten school days or more without permission. Education settings should monitor attendance closely and address poor or irregular attendance.
- Education settings must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and pupil referral units in England* statutory guidance.
- Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in the Keeping Children Safe in Education.

Making reasonable enquiries for Children Missing Education;

- The term 'reasonable enquiries' grants education settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.
- In line with the duty under section 10 of the Children Act 2004, the expectation is that the education setting, and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

Education Settings are required to inform the local authority when they believe a child is missing education. The schools must ensure that they have made reasonable enquiries but failed to locate the child following 10 days of absence. The local authority will complete further checks to ensure all lines of enquiry have been exhausted, before it is agreed the child is removed from roll.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

The designated teacher for CLA and care leavers to discuss any unauthorised / unexplained absence of a Looked After Children with the Virtual School Team, when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised / unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the local authority procedure and refer to Children's Services as appropriate.

Known Absence and not attending school

Please refer to QUEST attendance policy for details of the protocol school's follow. This protocol applies to a child that is a known absence and does not meet Child Missing Education thresholds but is not attending school. This could be due to a range of reasons below (please note the list is not exhaustive):

- SEND (K Code/E Code)
- EBSA
- Parental choice
- Medical

Elective Home Education

Schools should inform the local authority when a child is being withdrawn to Electively Home Educate (EHE) this allows the local authority EHE team to oversee suitability of education as outlined in Elective Home Education Guidance for local authorities⁶ and Elective home education guidance for parents and carers⁷. This guidance is applicable to school practice and safeguarding duty.

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have, either by regular attendance at school or otherwise."

When a parent writes to inform school of their intention to withdraw a child the DfE recommends that the school arrange a meeting with the parent/guardian to discuss the reasons to withdraw. All QUEST schools will request meetings with any parent who intend to home educate their child and will liaise with the local authority as appropriate.

Arrangements for Individuals Coming onto our Premises

When services or activities are provided, under the direct supervision or management of our staff, our arrangements for child protection will apply to those services /activity providers. An assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will take place.

⁶ [Elective home education: departmental guidance for local authorities \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/elective-home-education-guidance-for-local-authorities.pdf)

⁷ [Elective home education: guide for parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/elective-home-education-guidance-for-parents.pdf)

However, where services or activities are provided separately by another body, we seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with us on these matters where appropriate.

We ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Quality Assurance, Monitoring and Evaluation

Our child protection policy and procedures will be monitored and updated by:

- Governing Body visits to the education setting
- SLT drop ins and discussions with children, young people and staff
- Pupil / student surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of meeting minutes
- Logs of bullying / racist / sexist behaviour incidents for SLT and governors to monitor
- Review of parental concerns and parent / carer questionnaires
- Review of the use of intervention strategies such as nurture room and isolation room.

This policy should be read in alongside the following policies relevant to the safety and welfare of our pupils;

Relationship and Behaviour Management

Staff Code of conduct

Whistleblowing

Anti-Bullying

Health and safety

Managing Allegations against staff

Parental Behaviour

Complaints

Attendance

PSHE

Supporting Children with Medical Conditions

Relationships and Sex Education

SEND (incl. Intimate Care)

First Aid

E - Safety, including staff use of mobile phones

Risk Assessments

Safer Recruitment

Appendix one

Recognising signs and symptoms of child abuse

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour

- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and Lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Consent

If a young person is under the age of 13 years old, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity. Therefore, a referral to The Integrated Front Door will be made in all such cases. The Sexual Offences Act 2003 reinforces that, whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent remains at 16 years of age. This acknowledges that this group of young people are still vulnerable even when they do not view themselves as such.

Whilst a referral to social care or the police is not mandatory in such cases, careful consideration (including whether the children are Gillick Competent (using Fraser competent Guidelines) must be given and explore any difference of age, maturity, functioning and experiences and an awareness of the potential consequences of their act. The Designated Safeguarding Lead may seek guidance from the local authority social care team.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Criminal Exploitation / County Lines

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of Criminal Exploitation / County Lines

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Glossary

A Child	A person who has not yet reached their 18 th 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: <ul style="list-style-type: none"> • 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 Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN – a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability – a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Child-on-child Abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.
County Lines	Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs
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.
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: <ul style="list-style-type: none"> • psychological • physical • sexual • financial • emotional
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Elective Home Education (EHE)	When a parent exercises their right to provide their child's education via an alternative to school. This involves the parent working in partnership with the local authority to support the authority meeting their duty to ensure the education is efficient and suitable. In this case the safeguarding duty for the child rests with the parent or guardian. Although safeguarding concerns from schools and professional would continue as with any other case and should follow safeguarding referral routes into the MAST for triage and assessment
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather 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: <ul style="list-style-type: none"> • disability • race • religion • transgender identity • sexual orientation.
Harm Outside the Home	Harm outside the home refers 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. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, and school groups. The initiation can range from relatively minor pranks to patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.
Homelessness	<p>The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.</p> <p>You count as homeless if you are:</p> <ul style="list-style-type: none"> • staying with friends or family. • staying in a hostel, night shelter or B&B. • squatting (because you have no legal right to stay). • at risk of violence or abuse in your home. • living in poor conditions that affect your health. • living apart from your family because you don't have a place to live together. <p>https://safeguarding.network/safeguarding-resources/parental-issues/homelessness/ https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities</p>
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.
Neglect	<p>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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate caregivers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Modern Slavery	Modern slavery is a serious crime being committed across the UK in which victims are exploited for someone else's gain. It can take many forms including trafficking of people, forced labour and servitude. Victims are often hidden away, may be unable to leave their situation, or may not come forward because of fear or shame.
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 stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	<p>Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.</p> <p>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.</p>
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 the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> • 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 <p>taking action to enable all children to have the best outcomes.</p>
Nudes	Sharing nudes or semi nudes is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.

	<ul style="list-style-type: none"> • They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	<p>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.</p> <p>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</p>
Sexual harassment	<p>Is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome or inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault</p>
Sexual Violence	<p>Is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and many others.</p>
Trafficking	<p>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 like slavery, servitude or removal of organs.</p>
Upskirting	<p>Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm</p>