

Staying Safe is everyone's business

PROPPS HALL PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY



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Policy reviewed August 2026



The word 'safeguarding' is used as an 'umbrella' term which encompasses Child Protection and a wide range of other safeguarding policies that form part of the wider agenda for safeguarding and promoting the welfare of children. The linked Safeguarding policies are listed after the section on Child Protection

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the most recent legislation (detailed at the end of the policy).

RATIONALE

Safeguarding and promoting the welfare of children is everyone's responsibility. We are committed to ensuring the safety and well-being of all children and take full account of the statutory guidance in Working Together to Safeguard Children and Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2026). Safeguarding is central to everything we do, and we work hard to create and sustain a culture of vigilance. At all times, we act in the best interests of every child.

Definition of Safeguarding:

Safeguarding and promoting the welfare of children means:

"Providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

This policy is intended for all staff, parents, governors, volunteers, supply staff, contractors, and the wider school community. It forms a key part of our child protection and safeguarding arrangements and is supported by a suite of related policies and procedures.

We have an extensive Safeguarding Team who ensure that safeguarding remains a high priority. Clear roles and responsibilities are defined and enacted daily. We actively encourage concerns to be raised promptly so that early and effective action can be taken.

Children need the following from an effective safeguarding system:

- **Vigilance:** adults who notice when something is wrong.
- **Understanding and action:** adults who understand, listen, and take action.
- **Respect:** to be treated as competent individuals.
- **Information and engagement:** to be involved in decisions affecting them.
- **Support:** to be supported both individually and as part of a family.
- **Advocacy:** someone to represent and amplify their voice.
- **Protection:** to be safeguarded from all forms of harm and discrimination, including specific protections for refugee children.

We recognise the difference between safeguarding, which refers to what we do for all children, and child protection, which refers to actions for children at risk of or suffering significant harm.

We are also aware that safeguarding concerns can arise from contexts beyond the school environment, including peer-on-peer abuse and risks in the community. We therefore adopt a contextual safeguarding approach - assessing whether wider environmental factors pose a risk to a child's safety or well-being.

The Safeguarding Team

- **Designated Safeguarding Lead (DSL):** L.Kay (Deputy Headteacher)
- **Deputy DSLs:** G.Kay (Executive Headteacher), D.Muschamp (Assistant Head), E.Towers(Pastoral)
- **CEOP Ambassador:** A.Pass (IT Lead)
- **Health & Safety and Security Leads:** J.Singleton (Business Manager), B.Johnson (Site Manager)
- **Safeguarding Governor:** C.Taylor

The Designated Safeguarding Lead (DSL)

The DSL is Miss L.Kay (Deputy Headteacher), who is the main point of contact for safeguarding concerns. Deputy DSLs are Mrs G. Kay (Executive Headteacher), Miss E.Towers (Pastoral) and Mr D.Muschamp (Assistant Head). Robust cover arrangements are maintained so that a trained DSL or Deputy DSL is available during the school day. Staff are informed of the cover arrangements and how to raise an urgent concern if the usual DSL is absent. Safeguarding concerns must never be delayed because a particular member of the safeguarding team is unavailable.

PURPOSE

We will....

- Ensure safer recruitment practices are followed by thoroughly checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills and knowledge they need to keep themselves safe.
- Respond swiftly and appropriately to all concerns, suspicions, or allegations of abuse, and provide children, parents, and staff with clear pathways to voice their concerns.
- Maintain a clear and accessible system for raising concerns about a child's welfare or possible abuse.

- Establish and sustain strong links with statutory children's services and safeguarding partners.
- Support children who have been abused in line with their agreed child protection plan.
- Provide regular, ongoing safeguarding and child protection training for all staff.
- Create and maintain a safe, secure, warm, and welcoming learning environment for all children, underpinned by robust security systems and procedures.

Safer Recruitment and Safeguarding training

We have a duty to create and sustain a culture of safe recruitment and to implement effective procedures that help deter, reject, or identify people who may pose a risk to children. These procedures include criminal record checks (DBS), barred list checks, prohibition checks, the scrutiny of references, and careful consideration of interview information to determine the suitability of prospective employees.

All staff, volunteers and others working with children are subject to appropriate pre-appointment checks in accordance with their role and the requirements of KCSIE 2026. Enhanced DBS checks and children's barred list information are obtained where the role is eligible and where required for regulated activity. The school reviews volunteer activity to determine whether it constitutes regulated activity and ensures the appropriate checks are completed. Details of appointments, checks and vetting information are recorded on the school's Single Central Record where required. Further information is available in our Safer Recruitment and Staffing Checks policies.

We recognise that safer recruitment is not limited to the hiring process. A comprehensive induction programme is provided for all new staff and volunteers. This includes relevant safeguarding training, an introduction to school policies and procedures, and access to statutory guidance. Creating a culture of openness and professional curiosity is essential to maintaining high standards of safeguarding beyond recruitment.

Staff are encouraged to raise concerns and are supported in doing so. It is vital that all adults working in our school feel confident in how to report any safeguarding concerns and understand the procedures they must follow.

We are committed to continuing safe recruitment procedures for all new staff, supply staff, contractors, volunteers, and governors. We also work proactively to build strong relationships with parents and external support agencies to further support the safety and wellbeing of children.

All adults working in school attend regular safeguarding awareness training on a wide range of topics. Designated Safeguarding Leads undertake specialist training at least every two years to ensure they remain fully up to date in their role.

Our school team undergo regular safeguarding training, as follows:

Training Aspect	Who it is for	Frequency
Designated Safeguarding Officer/Lead	Executive Headteacher Deputy / Assistant Headteacher Pastoral Care Worker Safeguarding Governor	Every 2 years
Child Protection	All school based staff School cook	Every year
Prevent Duty Awareness Course	All school based staff and Governors	Every 2 years
Prevent Duty Referrals Course	All trained DSLs	Every 2 years
Cyber Security	All school based staff and Governors	Every year
Operation Encompass	All trained DSLs	Every 3 years
Safer Recruitment	Executive Headteacher Deputy / Assistant Headteacher Governor/s	Every 3 years
On-line Safety	All teachers, learning support assistants and children	Adults every 3 years Children half termly
CEOP Ambassador	IT Lead	Lifetime accreditation
Harmful Sexual Behaviour in Schools	All teachers and learning support assistants	Every 3 years
First Aid at Work	1 adult from each Key Stage (3 in total)	Every 3 years
Asthma and Anaphylaxis	All teachers and learning support assistants	Every year
Paediatric First Aid Emergency First Aid	All school based staff All children in Years 4-6	Every 3 years
Health and Safety (includes RA, manual handling, working at height, fire awareness)	All school based staff	Every 3 years

Child Protection

We believe that the protection of children must be central to the ethos of our school and the responsibility of everyone who works within it. We are committed to creating a listening environment - one in which children feel safe, valued, and supported. Children are encouraged to speak openly, knowing they will be listened to and taken seriously, and that staff will act on their concerns.

All adults working in school, including volunteers, are in a unique position to observe signs that may indicate a child is at risk of harm. This includes noticing unexplained injuries, marks, bruises, changes in behaviour, or disclosures made during day-to-day interactions. Staff understand that it is their responsibility to report any concerns, no matter how minor they may seem, to a Designated Safeguarding Lead (DSL).

We acknowledge that children can be harmed physically, emotionally, sexually, or through neglect. Any suspicion of abuse, whether involving an adult or another child, must be treated seriously and referred through the appropriate child protection procedures. The safety and welfare of the child always comes first.

All staff are familiar with the categories of abuse, as defined in Keeping Children Safe in Education (2026), and with the signs and indicators that may signal a child is at risk. While these signs vary depending on the age and context of the child and are not definitive evidence of abuse, staff are trained to report anything that causes discomfort or concern to the DSL without delay.

The following are indicators of abuse, neglect and exploitation:

All staff must be aware of the signs and symptoms of abuse and neglect. The following definitions are taken from Keeping Children Safe in Education (2026) and outline the main categories of abuse. This is not an exhaustive list. Staff must report any concern, no matter how small, to a Designated Safeguarding Lead (DSL).

Abuse *is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.*

- Harm may be physical, emotional, or sexual.
- Children may be harmed by witnessing the abuse of others, especially in cases of domestic abuse.
- Abuse may occur in a family, institutional, or community setting.
- It may also occur online or be facilitated by technology.
- Abuse may be perpetrated by adults or by other children.

Physical abuse *may involve:*

- Hitting, shaking, throwing
- Poisoning, burning, scalding, drowning, or suffocating
- Fabricating or inducing illness in a child

Emotional abuse *is the persistent maltreatment of a child that severely impacts emotional development. It may involve:*

- Telling a child they are worthless, unloved, or only valued for meeting others' needs
- Silencing children or making fun of how they express themselves
- Imposing inappropriate expectations
- Preventing normal social interaction
- Witnessing ill-treatment of others (e.g. domestic abuse)
- Serious bullying, including online
- Exploiting or corrupting children

Note: Emotional abuse is involved in all forms of maltreatment, although it may also occur on its own.

Sexual abuse involves forcing or enticing a child to participate in sexual activities.

This may include:

- Physical contact (e.g. rape, oral sex, touching through clothing)
 - Non-contact activities (e.g. showing sexual images, watching sexual acts, encouraging inappropriate behaviour, grooming)
 - Online abuse or abuse facilitated by technology
- Sexual abuse can be committed by adults or other children. Peer-on-peer sexual abuse is a specific safeguarding concern in education.

Neglect is the persistent failure to meet a child's basic physical and/or emotional needs. It may involve failing to:

- Provide food, clothing, or shelter
 - Protect a child from harm or danger
 - Supervise a child adequately
 - Provide appropriate medical care or treatment
 - Respond to a child's emotional needs
- Neglect may begin during pregnancy due to factors such as maternal substance misuse.

All staff must report any concern about a child's welfare to the Designated Safeguarding Lead, even if it seems minor.

Safeguarding Concerns

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to drug and/or alcohol misuse, unexplained and/or persistent absences from education, serious violence, exploitation, radicalisation, and the making or sharing of nudes and semi-nudes can all indicate that a child is at risk. Images may be self-generated, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes. All such concerns require a safeguarding response in line with school procedures.

Persistent absence and patterns of absence are now considered safeguarding issues. The school will monitor attendance closely and escalate concerns to Children's Social Care where absence may indicate a risk of harm. Attendance monitoring is overseen by the DSL/SLT as a safeguarding duty.

Where pupils are placed in Alternative Provision (AP), the school will obtain written confirmation that safeguarding checks on AP staff are complete. Placements will be reviewed at least half-termly to ensure safety, attendance, and suitability. The school will record the provider's address and contact details and terminate placements if safeguarding concerns are not resolved.

The following are key safeguarding issues:

Child-on-Child Abuse (including harassment and violence): Children can abuse other children, including online. This can occur inside or outside school, including during travel to and from school and immediately after the school day. All staff understand that child-on-child abuse is preventable,

must never be dismissed as banter or part of growing up, and may involve serious physical harm, threats involving weapons, sexual harassment, misogyny/misandry or other abusive behaviour. Safeguarding consideration will be given to all children involved, including the child who has experienced harm and the child alleged to have caused harm.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes referred to as 'teenage relationship abuse')
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element)
- Sexual violence, such as rape, assault by penetration, and sexual assault (which may include an online element)
- Sexual harassment, including sexual comments, remarks, jokes, and online sexual harassment, either as isolated incidents or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, including forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party
- Making or sharing nudes and semi-nudes, whether consensual or non-consensual, including images that are digitally altered or generated using AI (including deepfakes/deep nudes)
- Upskirting - typically involving taking a photo under a person's clothing without permission with the intention of sexual gratification or to cause humiliation or distress
- Initiation/hazing-type violence and rituals (which may include abuse, harassment or humiliation and often have an online element)

Child-on-child abuse will always be taken seriously and handled in line with our safeguarding procedures. We will:

- Challenge inappropriate behaviour between children
- Implement our preventative curriculum programme
- Consider the wider context of incidents
- Work with local partners and seek specialist support as needed

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both are forms of abuse involving an imbalance of power used to coerce, manipulate or deceive a child into sexual or criminal activity. Exploitation may be committed or facilitated by an individual, organised network or gang and may constitute modern slavery. Children may identify as belonging to the group exploiting them. A child may have been criminally exploited even where an activity appears consensual, and children must be recognised as potential victims where offences or harmful behaviour have occurred under coercion. *A separate policy is available for CSE and CCE.

Domestic Abuse: Domestic abuse can include a range of behaviours, whether a single incident or a pattern. This includes psychological, physical, sexual, financial, and emotional abuse. Children may be victims of domestic abuse in the home or in their own relationships. Exposure to domestic abuse can have a long-term impact on a child's health, wellbeing, development, and learning.

Female Genital Mutilation: FGM is a criminal offence, a form of child abuse, and violence against women and girls. It is more prevalent in communities from North African countries. If a teacher, in the course of their work, discovers that FGM appears to have been carried out on a girl under 18, they must report it to the police. **A separate policy is available for FGM.*

Mental Health: Staff recognise that mental health problems can, in some cases, develop into safeguarding concerns and may also indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to diagnose a mental health problem. Staff are nevertheless well placed to observe pupils, identify concerns early, ensure appropriate targeted support is considered and liaise with or refer to specialist services where needed. Where a mental health concern is also a safeguarding concern, staff will follow this policy and speak to the DSL or a Deputy DSL. **A separate policy on Mental Health and Wellbeing is available.*

Serious Violence: All staff are aware of indicators that may suggest a child is at risk of, or involved in, serious violence. Any concern that a child is carrying, has used, or intends to use a weapon must be reported to the DSL or Deputy DSL without delay so that an appropriate safeguarding response and risk assessment can be considered. Indicators may include:

- Increased absence from school
- A change in friendships or associations with older peers or groups
- A significant decline in educational performance
- Signs of self-harm
- Unexplained injuries or physical assault
- Unexplained gifts or possessions, which may indicate involvement with criminal groups or exploitation

Sexual Violence and Sexual Harassment: Sexual violence and harassment can occur between children of any age or gender, both online and offline. It can be perpetrated by individuals or groups and may affect single or multiple victims.

These experiences can be traumatic and impact children's education, especially if the perpetrator(s) attend the same school. Such behaviours are never acceptable and will be addressed seriously.

All children reporting sexual violence or harassment will be:

- Taken seriously
- Supported
- Reassured that they are not creating a problem by speaking out
- Never made to feel ashamed

All school staff access training on Harmful Sexual Behaviours in Schools every three years.

Family Help and Support Before Statutory Intervention

Any child may benefit from support before statutory intervention, including universal services and community-based early help, or the targeted early help level of Family Help. Staff will be familiar with

local assessment and referral arrangements and will act promptly when problems emerge. All school staff are particularly alert to the potential need for additional support for a child who:

- Is disabled or has certain health conditions and specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, or is at risk of permanent exclusion from school or Alternative Provision
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is living in a family situation that presents challenges, such as parental substance misuse, adult mental health issues, or domestic abuse
- Is misusing alcohol or other drugs themselves
- Is at risk of so-called 'honour'-based abuse, such as Female Genital Mutilation or Forced Marriage
- Is being privately fostered

Safeguarding levels of need example thresholds

The provision of help is provided based on the child and families level of need:

OLDHAM CONTINUUM OF NEED

Effective support, help and protection

Children's needs can and will change. The aim is to provide the right help at the lowest appropriate level and at the earliest possible time, with smooth movement across the continuum.

1	UNIVERSAL Needs met through universal services Children's needs are met through services readily accessible to all, including school, health, leisure and community services, alongside the love, care and protection provided by parents and carers.
2	UNIVERSAL PLUS "Earliest Possible Help" Children may have unmet or complex needs requiring an early help response involving two or more agencies. One agency leads a coordinated plan of support around the child and family.
3	TARGETED EARLY HELP Targeted intervention Children have multiple and complex unmet needs requiring a targeted Early Help response led by the local authority, where Universal Plus support has not enabled sufficient change.

CHILDREN'S SOCIAL CARE | Statutory social work intervention

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Children have acute needs because risk is increasing or there is actual or likely significant harm. Children's Social Care may undertake a Section 17 Child in Need assessment or Section 47 enquiries.

IMPORTANT SAFEGUARDING PRINCIPLE

Where there is concern that a child is suffering, or is likely to suffer, significant harm, staff must not wait for earlier levels of support to be exhausted. Child protection procedures must be followed immediately and the concern reported to the DSL/DDSL.

Based on Oldham Safeguarding Children Partnership, Continuum of Need (refreshed June 2026). This summary should be read alongside the full local threshold guidance and school safeguarding procedures.

The Role and Responsibility of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) or a deputy designated safeguarding lead (DDSL) should always be available to discuss safeguarding concerns. If, in exceptional circumstances, neither the DSL nor a DDSL is available, this must not delay appropriate action being taken. In such cases, staff should speak to another senior member of the safeguarding team without delay to ensure that swift action is taken.

In this school, the DSL will seek to:

- Coordinate safeguarding and child protection procedures both within the school and with external agencies.
- Act as a point of consultation for staff and outside agencies regarding concerns about individual children.
- Ensure that appropriate staff are aware of sufficient details to support a child at risk within the school, whilst maintaining appropriate levels of confidentiality.
- Ensure all staff are trained to recognise signs of abuse or neglect and understand how to respond.
- Keep secure and accurate records on CPOMS regarding children for whom there are safeguarding concerns, and ensure information is shared with staff appropriately and in line with GDPR and safeguarding requirements.
- Ensure that when a child transfers to another school, the child protection file is transferred securely as soon as possible and within the timescales set out in KCSIE 2026, separately from the main pupil file, with confirmation of receipt obtained. The transfer will include a clear, structured summary of current safeguarding concerns, relevant context and ongoing support needs. Where there are significant risks or concerns, the DSL will consider sharing relevant information in advance and a direct DSL-to-DSL conversation will take place so that the receiving school can assess risk and put appropriate support in place.
- Where a child transfers to another local authority, provide outline details of any child protection involvement, including conference dates, but not minutes or detailed notes.
- Liaise with and seek advice from the Local Authority Designated Officer (LADO) when required.

- Take part in strategy discussions and inter-agency meetings, or support other staff to do so where appropriate.
- Work with local safeguarding partners, social workers, health and police colleagues to ensure effective safeguarding arrangements.
- Ensure that all staff, including those who do not work directly with children, have access to and read Part One of Keeping Children Safe in Education 2026, and that mechanisms are in place to support staff to understand and discharge their safeguarding responsibilities.
- Lead on whole-school awareness raising and staff development (including for support staff) around safeguarding and child protection.
- Annually review safeguarding policy and procedures with the Executive Headteacher.
- Work closely with the Executive Headteacher, DDSLs, and the nominated governor for safeguarding.
- Ensure that all staff receive regular safeguarding and child protection training, including during induction, and that this is updated at least annually.
- Provide support and guidance to staff dealing with concerns or disclosures, recognising the emotional impact of safeguarding work.
- Be alert to private fostering arrangements and ensure that the local authority is notified where a child is living in such a situation.

We will inform the Local Authority Designated Officer of any allegations of abuse made against a member of school personnel, whether they took place on or off the school premises, and will follow appropriate procedures in line with statutory guidance.

We will also notify the LADO of any person connected to the school who is considered unsuitable to work with children, whether currently employed or not.

Inter-agency Working is essential

Effective inter-agency collaboration is essential for safeguarding children. To ensure the welfare and safety of children, we will:

- Maintain close working links with social care, the police, health services, and other relevant agencies to promote the welfare of children and protect them from harm.
- Ensure that safeguarding arrangements take into account the procedures and practices of the local authority and align with the inter-agency safeguarding procedures set up by the local multi-agency safeguarding partnership.
- Share information with local agencies as required, ensuring that relevant, timely, and accurate information is passed on to support the safeguarding and well-being of children.

The role and responsibilities of all members of staff will be to:

All staff in our school have a duty to safeguard and promote the welfare of children. Their responsibilities include:

- Being aware of who the Designated Safeguarding Lead (DSL) is (Head of School) and who the Assistant Designated Safeguarding Leads are (Executive Headteacher, Assistant Headteacher, Pastoral Leader)

- Maintaining a culture of vigilance at all times.
- Providing a safe, secure, warm, and welcoming learning environment, underpinned by effective security systems and procedures.
- Creating a culture where children feel safe to speak and are listened to by trusted adults.
- Knowing and following the school's safeguarding procedures, including those introduced during safeguarding training.
- Understanding the role and responsibilities of the DSL and assistant DSLs.
- Attending safeguarding or child protection meetings where appropriate.
- Monitoring vulnerable children in their care and contributing to the implementation of any child protection plans.
- Ensuring that children who are known to have experienced abuse are not treated differently from their peers.
- Being aware of the indicators of abuse, in line with the local Continuum of Need and threshold documents.
- Respecting the confidentiality of any sensitive information shared with them.
- Using CPOMS to accurately and securely record safeguarding concerns, ensuring all relevant fields are completed before alerting the safeguarding team.
- Making open and honest self-disclosures about any relationships or associations (in or outside of work, including online) that may have implications for safeguarding.
- Informing school leadership of any changes to their personal circumstances that may affect their suitability to work with children.
- Staff must report and record all low-level concerns about adults, including supply staff, volunteers, and governors. Records will be kept confidentially by the Executive Headteacher, reviewed regularly, and escalated where appropriate. Low-level concerns differ from allegations that meet the harm threshold.

Recording, storing and sharing of child protection information

We have robust systems for recording and managing concerns about children:

- All concerns must be passed to the Designated Safeguarding Lead (or assistant DSL) and recorded on CPOMS, our secure safeguarding database.
- CPOMS is used to maintain individual safeguarding files, which are kept separate from the child's main academic record.
- Access to child protection records is strictly limited to the Designated Safeguarding Lead and their deputies.
- Child protection information is shared with staff and external agencies on a *need-to-know* basis only.
- When a child transfers to another school, their child protection file is securely transferred via CPOMS to the DSL at the receiving school. If the child has a child protection plan, their social worker is also informed of the transfer.
- Staff understand that children have the same rights to confidentiality as adults; however, where there are concerns about a child's safety or welfare, the need to protect the child overrides confidentiality.
- The welfare of the child is always the paramount concern.

Supporting vulnerable children

The school recognises that the role of the Virtual School Head (VSH) extends to supporting children in kinship care arrangements as well as looked-after children. The school will cooperate with the VSH to promote achievement and safeguard these pupils.

We recognise that some groups of children may be more vulnerable to harm, abuse, or exploitation, and may require additional support. These children are at greater risk of not feeling or being safe, and it is our duty to ensure they are protected, listened to, and supported.

We consider the following children to be in vulnerable groups:

▪ <i>Children who are looked after (LAC)</i>	▪ <i>Traveller children</i>
▪ <i>Young carers</i>	▪ <i>Children who are bullied or cyberbullied</i>
▪ <i>Children who are subject to exclusion</i>	▪ <i>Children who go missing from home or education</i>
▪ <i>Children experiencing bereavement or loss</i>	▪ <i>Children affected by substance misuse (own or parental)</i>
▪ <i>Children experiencing neglect, physical, sexual, or emotional abuse</i>	▪ <i>Children of refugee or asylum-seeking families</i>
▪ <i>Children with special educational needs or disabilities (SEND)</i>	

Young carers: The school will seek to identify young carers early and recognise that caring responsibilities can affect attendance, attainment, behaviour, emotional wellbeing and participation in school life. Appropriate pastoral support and referral to Family Help or other services will be considered where needed.

Children with medical conditions: Staff recognise that children with medical conditions may be more vulnerable and require additional safeguarding consideration. Repeated failure by a parent or carer to provide essential medication or necessary medical care may, depending on the circumstances, indicate neglect or another safeguarding concern and should be discussed with the DSL.

Preventative Education

Relationships, Sex and Health Education (RSHE) is delivered in line with current DfE guidance. Children who are questioning their gender will be supported on an individual, child-centred basis in line with KCSIE 2026, safeguarding duties and the Equality Act 2010. Any request for support with social transition will be considered carefully, taking account of the child's age, developmental stage, welfare and best interests, the views of parents/carers unless there is a safeguarding reason not to involve them, and the impact on other children. Particular caution will be exercised for primary-aged children. Decisions and their rationale will be clearly recorded and reviewed. School arrangements for toilets, changing, sport and residential accommodation will follow the statutory safeguarding and premises requirements set out in KCSIE 2026.

Our curriculum plays a crucial role in building children's resilience and providing them with the skills and knowledge to stay safe. Preventative education includes:

- Online safety education, embedded through computing, RSHE, and whole-school initiatives.
- NSPCC safeguarding training, supporting children in understanding neglect and how to seek help.
- Emotional wellbeing education through programmes such as TOG Mind.
- Teaching children about physical safety, including road and cycle safety, emergency first aid, and making healthy lifestyle choices for both body and mind.

Intervention and Support

Despite our best preventative efforts, we recognise that some children will experience challenges beyond our control. When this happens, we respond with timely, appropriate support, including:

- Access to a school counsellor, available on a weekly basis. Children may self-refer via a 'drop-in' or be referred by staff through our graduated response for targeted support programmes.
- Annual emotional wellbeing workshops for children in Years 1 to 6.
- Pastoral programmes led by our Pastoral Care Worker, including:
 - *Nurture groups*
 - *Time to Talk*
 - *Memory Box* and *bereavement sessions*
 - Other tailored interventions based on need

**For further detail on how we identify and support children in these groups, please refer to our separate Vulnerable Child Policy.*

Filtering and Monitoring Standards

Filtering and monitoring systems are critical in safeguarding children and staff from harmful or inappropriate online content. Clear roles, responsibilities, and coordinated strategies ensure these systems are effective, secure, and in line with statutory guidance.

In line with the Department for Education (DfE) Filtering and Monitoring Standards (2023), the Governing Body holds overall responsibility for ensuring robust filtering and monitoring systems are in place. This responsibility is delegated to the Executive Headteacher, who ensures compliance with statutory expectations and regular review.

The following individuals play an active role in ensuring compliance with the DfE's filtering and monitoring standards:

- **Designated Safeguarding Lead (DSL):** Miss L.Kay
- **Assistant Designated Safeguarding Lead :** Mrs G. Kay
- **CEOP Ambassador:** Mr A. Pass
- **IT Lead:** Mrs T.Ali

Filtering Systems

Online safety risks include harmful content, contact, conduct and commerce, including misinformation, disinformation, racism, misogyny, radicalisation, harmful sexual content and risks arising from generative AI. The school uses the DfE 'Plan technology for your school' service to review filtering and monitoring arrangements. Where generative AI is used by staff or pupils, it must be used safely and in accordance with school expectations, safeguarding, data protection and intellectual property requirements. Personal or sensitive pupil information must not be entered into unapproved AI tools.

Our school uses WatchGuard WebBlocker software, operating via a WatchGuard M270 Firewall, to manage and filter online content. Filtering is category-based, covering a wide range of risk categories including but not limited to:

- Adult content
- Radicalisation and extremism
- Gambling
- Violence
- Malware and phishing

A full breakdown of filtering categories is provided in our E-Safety Policy, which should be read alongside this document.

Monitoring Systems

Monitoring is carried out in line with DfE expectations. It ensures:

The effectiveness of filtering and monitoring arrangements will be reviewed at least once every academic year by the SLT member responsible for filtering and monitoring, with support from IT support. Checks will confirm that filtering operates appropriately on all internet-connected devices in all relevant locations.

- Visibility of user activity
- Alerts for flagged content or concerning behaviours
- Regular review and escalation of any concerns identified

All staff receive training on the importance of appropriate internet use and the role of monitoring in safeguarding. The DSL and IT Lead meet regularly to review monitoring reports, assess risks, and respond to incidents.

Our school uses Smoothwall Monitor to monitor all staff and student internet access. Any "category hits" that are triggered by activity are sent to the Executive Headteacher, in addition, weekly reports are sent. Smoothwall reports are shared with the DSL and IT Lead.



Mobile phones: The school operates a mobile phone-free school day for pupils. Pupils must not have access to personal mobile phones during the school day. Exceptions will only be made where necessary to meet an individual pupil's medical needs, disability or other exceptional circumstances, and will be agreed by the Executive Headteacher on a case-by-case basis. Where a pupil is permitted to bring a phone to school for travel or safety reasons, this does not permit access to or use of the phone during the school day.

CROSS REFERENCE TO OTHER ESSENTIAL SAFEGUARDING POLICIES

This policy should be read in conjunction with a range of other policies that collectively support the safeguarding and welfare of children. The term 'safeguarding' is used as an overarching concept that includes all aspects of protecting children from harm, promoting their well-being, and ensuring they thrive in a safe and supportive environment.

The following school policies form part of the wider safeguarding framework:

- *Accident*
- *Allergy Safety and Anaphylaxis*
- *Anti-bullying*
- *Asthma*
- *Attendance*
- *Behaviour*
- *Confidentiality*
- *Critical Incident*
- *CSE, CCE, FGM and HBA*
- *Dealing with Radicalisation and Extremism*
- *Online Safety, Acceptable Use & Filtering and Monitoring*
- *Emergency Lockdown*
- *Fire and Emergency Evacuation*
- *First Aid*
- *Health and Safety*
- *Intimate Care*
- *Supporting Pupils with Medical Conditions*
- *Missing Child*
- *Risk Assessment*
- *Safer Recruitment Staffing Checks and SCR*
- *Security*
- *Special Educational Needs and Disabilities*
- *Staff Code of Conduct*
- *Staffing Checks*
- *Uncollected Child*
- *Violence & Aggression*
- *Visitors*
- *Vulnerable Child*
- *Whistle blowing*

Additional Information

The school prospectus includes the following safeguarding statement for parents and carers:

“Parents should be aware that we will take any reasonable action to ensure the safety of children. Where there is concern that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff must follow Oldham Child Protection Procedures and report their concerns to Children’s Social Services.”

Conclusion

This policy underpins all our safeguarding practices and connects directly to our wider suite of safeguarding policies. Its implementation ensures that all staff are committed to safeguarding and promoting the welfare of every child and that they take full account of the statutory guidance set out in Working Together to Safeguard Children and Keeping Children Safe in Education (DfE, 2026).

The safety and protection of children remains of paramount importance to everyone in our school. We work proactively to build and maintain a culture of vigilance. At all times, decisions and actions will be guided by what is in the best interests of the child.

Sources of Support and Information

National Numbers

NSPCC Helpline	0808 800 5000 help@nspcc.org.uk
Childline	0800 1111
Kidscape Parent Advice Line	07496682785 kidscape.org.uk
YoungMinds Parent Helpline	0808 802 5544 www.youngminds.org.uk
Mind Infoline	0300 123 3393 www.mind.org.uk
Coram Family Lives	0808 800 2222 www.familylives.org.uk
CEOP	Online child sexual abuse/grooming information and reporting service (school professionals will follow local safeguarding procedures) www.ceop.gov.uk

Local Numbers

School Designated Safeguarding Lead	0161 770 8400
Children’s Social Care	0161 770 7777 child.mash@oldham.gov.uk
Emergency Duty Team (out of hours)	0161 770 6936
LADO (Colette Morris)	0161 770 8870 / 07583101863
LADO (Wendy Nicholls)	0161 770 0008 / 07974 619094
Domestic Abuse Helpline/ IDVA	0161 770 1572
Safeguarding Lead for Schools (Stacey Brackenridge)	0161 770 8868

Legislation and Documentation this Policy is Based Upon

This policy is underpinned by the following key legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003

- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Data (Use and Access) Act 2025

This policy is also informed by the following statutory and non-statutory guidance:

- *Keeping Children Safe in Education (DfE, 2026)*
- *Working Together to Safeguard Children (HM Government, 2026)*
- *Early Years Foundation Stage statutory framework (DfE, 2026) - section 3 safeguarding and welfare requirements, where applicable*
- *What to Do if You're Worried a Child is Being Abused (HM Government, 2015)*
- *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HM Government, 2018)*
- *Dealing with Allegations of Abuse against Teachers and Other Staff (DfE)*
- *Mental Health and Behaviour in Schools: Departmental Advice for School Staff (DfE, 2018)*
- *Equality Act 2010: Advice for Schools (DfE)*
- *Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)*
- *School Inspection Handbook (Ofsted)*
- *The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE)*
- *Mandatory Reporting of Female Genital Mutilation – Procedural Information (HM Government)*
- *Child Sexual Exploitation – Definition and Guide for Practitioners (DfE)*
- *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCIS – UK Council for Child Internet Safety)*