

STOCKPORT GRAMMAR SCHOOL

SAFEGUARDING POLICY

Approved by Governors 03.09.2026

1 Contact Details

DESIGNATED SAFEGUARDING LEADS AT STOCKPORT GRAMMAR SCHOOL

Junior School and EYFS:

Mrs C Hampson

0161 419 2405 hampsonc@stockportgrammar.co.uk

Senior School:

Mrs J White Deputy Head (Safeguarding and Wellbeing)

0161 456 9000 whitej@stockportgrammar.co.uk

DEPUTY DESIGNATED SAFEGUARDING LEADS

Junior School and EYFS:

Mr M Copping, Junior School Head

0161 419 2405 coppingm@stockportgrammar.co.uk

Mr S Milnes, Junior School Deputy Head

0161 419 2405 milness@stockportgrammar.co.uk

Senior School:

Mrs H Ashton, Head of Lower School

0161 456 9000 ashtonh@stockportgrammar.co.uk

Mrs J Fitzgerald, Head of Middle School

0161 456 9000 fitzgeraldj@stockportgrammar.co.uk

Mr D Stone, Head of Sixth Form

0161 456 9000 stonedj@stockportgrammar.co.uk

OUTSIDE OF NORMAL SCHOOL HOURS

Senior School: the SLT emergency number 0161 419 2418 should be used;

Junior School: the SLT emergency numbers 0161 419 2427 for Cath Hampson, 0161 419 2432 for Matthew Copping and 0161 419 2434 for Simon Milnes should be used.

For overnight trips the trip SLT emergency contact numbers provided for the trip should be used.

If the member of SLT is not a Designated Safeguarding Lead or Deputy themselves, they will be able to contact a Designated Safeguarding Lead or Deputy.

DESIGNATED TEACHER TO PROMOTE THE EDUCATIONAL ACHIEVEMENT OF CHILDREN WHO ARE LOOKED AFTER OR PREVIOUSLY LOOKED AFTER

Junior School and EYFS:

Mr M Copping

0161 419 2405 coppingm@stockportgrammar.co.uk

Senior School:

Mrs J White Deputy Head (Safeguarding and Wellbeing)

0161 456 9000 whitej@stockportgrammar.co.uk

GOVERNORS' REPRESENTATIVE FOR SAFEGUARDING

Mr John Roughton

SOCIAL CARE CONTACT NUMBERS

STOCKPORT

Stockport Safeguarding Unit and LADO: 0161 474 5657 Out of hours: 0161 718 2118

Stockport Channel Panel (part of the Prevent strategy, a multi-agency approach to identify and provide support for individuals who are at risk of being drawn into terrorism): [0161 474 5958](tel:01614745958) and ask for Julia Storey who is the single point of contact for education (plus www.stockport.gov.uk/prevent-and-channel/the-channel-process for information about Channel in Stockport and how to make a referral)

MASSH (Multi Agency Safeguarding and Support Hub): 0161 217 6028

Emergency out of hours: 0161 718 2118

MANCHESTER

Contact Centre: 0161 234 5001 (office hours and out of hours)

DERBYSHIRE

Children's Social Care: 01629 533190 (office hours and out of hours)

EAST CHESHIRE

Children's Assessment Team: 0300 123 5012

Emergency Duty Team (out of hours): 0300 123 5022

TAMESIDE

Children's Hub: 0161 342 4101

Emergency out of hours: 0161 342 2222

TRAFFORD

MARAT (Multi-Agency Referral and Assessment Team)

General Helpline: 0161 912 5125

Emergency out of hours: 0161 912 2020

STAFFORDSHIRE

First Response Service: 0800 1313 126

Emergency out of hours: 0345 604 2886

OLDHAM

Children's Social Services: 0161 770 7777

Emergency Duty Team: 0161 770 6936

BURY

MASH (Multi-Agency Safeguarding Hub): 0161 253 5678

Emergency Duty Team: 0161 253 6606

WIGAN

Children's Social Care: 01942 828300 (office hours and out of hours)

ADDITIONAL CONTACT DETAILS

CHILDLINE: 0800 1111

NSPCC Child Protection Helpline 0808 800 5000

Police non-emergency number - for reporting FGM to the local police: 101

Stockport Police Public Protection Investigation Unit (PPIU) - for consultation about crime-

related safeguarding concerns: 0161 856 7974 stockport.publicprotection@gmp.pnn.police.uk

Department for Education's dedicated contact for advice and support regarding concerns relating to extremism: 020 7340 7264

2 Policy statement

The following policies and documents are referred to in this policy;

- Keeping Children Safe in Education (Department for Education 2026)
- Working Together to Safeguard Children 2026 (HM Government March 2026)
- What to do if you are worried a child is being abused (HM Government March 2015)
- Information Sharing Duty (HM Government Sept 2026)
- Domestic Abuse Act (Home Office July 2022)
- The Prevent Duty: safeguarding learners vulnerable to radicalisation (Department for Education September 2023)
- Child Sexual Exploitation (Department for Education February 2017)
- Criminal exploitation of children and vulnerable adults: County Lines guidance (Home Office October 2023)
- Working Together to Improve School Attendance (Department for Education July 2026)
- Sharing nudes and semi-nudes Advice for education settings working with children and young people Responding to incidents and safeguarding children and young people (UK Council for Internet Safety March 2024)
- Searching, Screening and Confiscation (Department for Education July 2022)
- PACE Code C (Code of Practice for the detention, treatment and questioning of persons by police officers) (Home Office December 2023)
- Early years foundation stage statutory framework (Department for Education September 2026)
- Local Safeguarding Children Partnership threshold document
- Mobile phone policy (available on the School's website)
- Online Safety Policy (available on the School's website)
- IT Acceptable Use Policy for Staff (available on the School's website)
- Acceptable Use of Technology Policy for Pupils (available on the School's website)

- Data Protection Policy (available on the School's website)
- Information Security Policy
- School's Anti-Bullying Policy (available on the School's website)
- School's Pupil Behaviour and Discipline Policy (available on the School's website)
- School's Alcohol, Drugs and Substances Policy (available on the School's website)
- School's Risk Assessment Policy – Pupil Welfare (available on the School's website)
- School's Protected Disclosure (Whistle-Blowing) Policy (available on the School's website)
- School's Recruitment, Selection and Disclosure Policy (available on the School's website)

2.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

2.2 Keeping Children Safe in Education (KCSIE) 2026 defines safeguarding and promoting the welfare of children (everyone under the age of 18) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is 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
- taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding. It refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online..

KCSIE 2026 also states that safeguarding and promoting the welfare of children are everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure that their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children 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.

2.3 The School will take all reasonable measures:

- to ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in KCSIE 2026 (or any further updates), and Working Together to Safeguard Children 2026, including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children. The School's Recruitment, Selection and Disclosure Policy is set down in a separate document available on the School's website.
- to ensure that all staff, volunteers and governors read the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads identity and contact sheet, Part One and Annex

A of KCSIE 2026 (or any further updates), the Safeguarding Policy which includes as appendices the staff code of conduct and the School's safeguarding response to children missing education, the School's Pupil Behaviour and Discipline Policy, the School's Online Safety Policy, the School's IT Acceptable Use Policy for Staff, the School's Data Protection Policy, the School's Information Security Policy, the School's Protected Disclosure (Whistle-Blowing) Policy and the School's Risk Assessment Policy – Pupil Welfare as part of their induction and at the start of each academic year.

- to ensure that all staff, volunteers and governors have read KCSIE Part One and Annex A of KCSIE 2026 (or any further updates) and the other documentation listed above by asking them to confirm that they have read this guidance either via our e-learning platform or via signatures.
- to ensure that staff, volunteers and governors have understood KCSIE Part One through assessments and group discussions.
- to ensure that all staff and volunteers who are in regulated activity undergo safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Partnership but at least annually, and receive safeguarding and child protection updates as required.
- to ensure that governors undergo safeguarding and child protection training on a schedule to be determined in consultation with the Local Safeguarding Children Partnership, but at least annually
- to ensure that all teaching and support staff and governors undergo online safety training on a schedule to be determined in consultation with the Local Safeguarding Children Partnership, but at least annually, and receive safeguarding and child protection updates as required.
- to be alert to signs of abuse both in the School and from outside.
- to deal appropriately with every suspicion or complaint of abuse.
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- to ensure that the pupils are aware of the school's provision for listening to children. This provision includes the Designated Safeguarding Lead, pastoral team, school nurse and Beacon counsellors. to support children as necessary via targeted early help and to support children who have child in need or child protection plans in place.
- to promote the educational achievement of any children who are looked-after or previously-looked after and be aware that previously looked-after children remain vulnerable
- to put in place safeguarding responses to children who are persistently absent from education (for prolonged periods and/or on repeat occasions) and children missing education.
- to be aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children which can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, that such children can be disproportionately impacted by things such as bullying and other forms of child-on-child abuse without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.
- to be aware that other groups of children are potentially at greater risk of harm including children who need a social worker, children requiring mental health support, children who are lesbian, gay, bi or trans (LGBT) and children who are home educated.
- to be alert to the medical needs of children with medical conditions.
- to comply with data protection legislation but, as per Information Duty Sharing (Sept 2026), this is not a bar to sharing safeguarding information

- to operate robust and sensible health & safety procedures.
 - to take all practicable steps to ensure that school premises are as secure as circumstances permit.
 - to operate clear and supportive policies on drugs, alcohol and substance misuse.
 - to raise pupil awareness of keeping themselves safe, including issues such as bullying, online safety, making and sharing of nudes or semi-nudes, drugs, alcohol, mental health, self-harm, body image and radicalisation, by teaching about these through PSHE lessons, form period activities and assemblies. The School's Online Safety Policy, Acceptable Use of Technology Policy for Pupils and Alcohol, Drugs and Substances Policy are available on the School's website.
 - to review and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.
 - to have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.
- 2.4 Every complaint or suspicion of abuse from within or outside of the School will be investigated and in all proper circumstances will be referred to an external agency such as the Children's Social Care Team of the local authority or the Police Public Protection Investigation Units (PPIU) in accordance with the locally agreed inter-agency procedures published by Stockport Safeguarding Children Partnership. The School will also comply with the procedures of other Local Authorities in which families may be resident, such as East Cheshire, Derbyshire, Manchester, Tameside, Trafford, Staffordshire, Oldham, Bury and Wigan.

3 The Designated Safeguarding Lead

KCSIE 2026 Annex B: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Microsoft teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. Schools and colleges have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered. It would be good practice that, whenever the DSL is unavailable, there is a clear, reliable, and known arrangement in place so that concerns can be raised. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC – When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance PACE Code C 2023
- as required, liaise with the case manager (as per Part Four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs) or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Safeguarding records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice as set out in Parts one and two of this guidance.

Appropriate arrangements should be in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves.

Where children leave the school or college (including in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Where child protection files are transferred, the exporting school or college should include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs.

Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of risk and relevant context is likely to support more effective safeguarding than the transfer of unstructured records alone.

Receiving schools and colleges should ensure that safeguarding information is reviewed by an appropriately trained member of staff so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage, the child.

Where the receiving school or college considers that the safeguarding information is unclear or incomplete, it should seek clarification where necessary to support effective safeguarding.

They should also ensure key staff such as designated safeguarding leads and special needs co-ordinators (SENCOs), or the named person with oversight for SEND in colleges, are aware as required. It will then be for the DSL to consider what other information should be shared with other relevant staff and when this should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place at the appropriate and relevant points between the designated safeguarding leads at both setting, where there are issues or concerns to ensure information is being actively considered and acted upon.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should undertake Prevent awareness training. Training should provide designated safeguarding leads (and any deputies) with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing family help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children's social care in order to safeguarding and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead (and deputies) in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document and therefore the designated safeguarding lead (and deputies) should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection laws, and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

- 3.1 The School has appointed senior members of staff to be responsible for matters relating to child protection and welfare (Designated Safeguarding Leads). The main responsibilities of the Designated Safeguarding Leads are:
 - to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding.
 - to co-ordinate the safeguarding procedures in the School, including online safety.
 - to undertake appropriate Family Help support (targeted early help support and services delivered under Section 17)
 - to attend meetings for pupils on child in need and child protection plans.
 - to maintain an ongoing training programme for all school employees and volunteers and to ensure that temporary staff are made aware of the safeguarding procedures.
 - to monitor the keeping, confidentiality and storage of records in relation to safeguarding and child protection and, for pupils moving school, to arrange the secure transfer of records and confirmation of receipt.
 - to liaise with Children's Social Care or other authorities.
- 3.2 The Designated Safeguarding Leads will:
 - advise and act upon all concerns reported to them, including historical abuse allegations (where individuals should be advised to report the allegation to the police).
 - keep the Head informed of actions as necessary unless the Head is the subject of an allegation. In this situation, the Designated Safeguarding Lead will consult with the Chair of Governors or in his or her absence, a Vice-Chair of Governors.
 - liaise with the Children's Social Care team and other agencies on behalf of the School.
- 3.3 If the relevant Designated Safeguarding Lead is unavailable or is himself or herself the subject of an allegation, their duties will be carried out by a Deputy Designated Safeguarding Lead who has received appropriate training.

- 3.4 The School is required to have a designated teacher to promote the educational achievement of any children who are looked-after or previously looked-after. These responsibilities are exercised by the staff named in Section 1 Contact Details.
- 3.5 The Designated Safeguarding Leads and Deputy Designated Safeguarding Leads have undertaken appropriate training and will attend refresher training at two yearly intervals. In addition to their formal training, the Designated Safeguarding Lead's knowledge and skills will be updated at regular intervals, by attending Stockport Safeguarding Network meetings and information cascaded to the Deputies as necessary.
- 3.6 The Governors' Representative for Safeguarding meets formally with the Designated Safeguarding Leads towards the end of each term. They are also available for more informal meetings and consultation by telephone. The governing body recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis and provides opportunities for staff to contribute to and shape the safeguarding policy and arrangements.

4 Duty of employees and volunteers

- 4.1 Every employee and volunteer of the School is under a general legal duty:
- to protect children from abuse.
 - to have due regard to the need to prevent pupils from being radicalised and drawn into terrorism.
 - to be prepared to identify children who may benefit from early help.
 - to report any early help requirements and matters of concern to the Designated Safeguarding Lead or Deputy.
 - to read and ensure they have understood the School's Safeguarding Policy which includes as an appendix the staff code of conduct and Part One and Annex A of KCSIE September 2026 (or any further updates), and to follow them.
 - to know how to access and implement the procedures, independently if necessary.
 - to keep a sufficient record of any significant complaint, conversation or event.
 - in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, to speak directly to Children's Social Care.
 - to undertake safeguarding and child protection training, including online safety, on a schedule to be determined in consultation with the Local Safeguarding Children Partnership but at least annually, and receive regular safeguarding and child protection updates as required.
 - to undertake Prevent training on a schedule to be determined in consultation with the Local Safeguarding Children Partnership
 - to take medical advice if they are taking medication which may affect their ability to care for children and ensure any personal medication is securely stored at all times.

In addition, staff working within the EYFS are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

All staff, including temporary staff, volunteers and governors will be provided with induction training in consultation with the Local Safeguarding Children Partnership that includes:

1. a Designated Safeguarding Lead and Deputy Designated Safeguarding Leads identity and contact sheet
2. a copy of Part One and Annex A of KCSIE September 2026 (or any further updates);
3. the School's Safeguarding Policy which includes as appendices the staff code of conduct as outlined in the Staff Handbook and the School's safeguarding response to unauthorised absence and children missing education
4. a copy of the School's Pupil Behaviour and Discipline Policy
5. a copy of the School's Anti-Bullying Policy
6. a copy of the School's Online Safety Policy
7. a copy of the School's IT Acceptable Use Policy for Staff
8. a copy of the School's Protected Disclosure (Whistle-Blowing) Policy
9. a copy of the School's Risk Assessment Policy – Pupil Welfare

Staff, volunteers and governors will also read these documents at the start of each academic year.

In addition, at induction staff, volunteers and governors will read the Childnet social media and technology guides for teachers and support staff.

4.2 The Prevent Duty

The School has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance. Teaching staff, support staff with a lot of contact with pupils and governors complete an online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the Local Safeguarding Children Partnership; currently their advice is that training should be completed every three years. The Designated Safeguarding Leads have undertaken training as advised by the Local Safeguarding Children Partnership. Other staff and volunteers receive appropriate training from the Designated Safeguarding Lead on a schedule to be determined in consultation with the Local Safeguarding Children Partnership; currently their advice is that training should be completed every three years.

The School has considered the levels of risk to which pupils might be exposed to radicalisation within the local context. The Radicalisation Risk Assessment is attached as Appendix 5.

Staff are aware of the increased risk of online radicalisation. Suitable IT filtering and monitoring is in place on the School's computer system.

Visiting speakers will be vetted so that the School can be satisfied that the information provided by speakers will be aligned to the ethos and values of the School and to British values. The procedures are included in the Visiting Speaker Protocol which is attached as Appendix 4.

Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.

4.3 Staff Protection

It is possible to reduce situations in which allegations can occur and help protect staff by promoting good practice.

The staff code of conduct contained in the Staff Handbook and attached as Appendix 2 provides the standards of professional conduct expected of all staff. Staff should always be open and

public when working with pupils. Members of staff who are also parents of pupils in the school should be very mindful of their professional obligations within the social and domestic context. Staff are not permitted to take photographs or recordings of a child on their own cameras, mobile phones, tablets or other personal devices (including smartglasses) which allow images to be shared.

In addition, for staff working in the Junior School (including all those staff working within the EYFS):

- Personal mobile devices should be kept in a designated 'staff area' during lessons. Devices should be switched off or set to 'silent'.
- Staff should not use personal mobile devices, including smartwatches, in school for texting, emailing or phone calls. Staff should not use personal mobile devices, including smartwatches, or smartglasses as a camera during working hours when children are present.
- Personal mobile devices, including smartwatches, may be used during break times when in staff areas providing children are not present.
- Staff must only use school IT equipment or a school camera to take photographs of children to evidence their learning. All images must only be stored on the school network or Tapestry, our online EYFS system.

5 Types of abuse, specific safeguarding issues and signs and indicators of abuse, specific safeguarding issues and radicalisation

Types of Abuse

KCSIE 2026 - Types of abuse and neglect

All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.

All school and college staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases multiple issues will overlap.

All staff, but especially the Designated Safeguarding Lead and Deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse including physical, sexual and emotional abuse and stalking)), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

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 verbal abuse, such as persistent criticism, belittling or name-calling, as well as 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 from 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.

Sexual abuse: involves forcing, causing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration) and non-penetrative acts such as masturbation, kissing, rubbing and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

KCSIE 2026 - Safeguarding issues

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm. Behaviours and indicators such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence, criminal exploitation (including that linked to county lines), radicalisation and consensual and non-consensual making or sharing of nude and semi-nudes images can be signs that children are at risk.

KCSIE 2026 – Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. All staff should understand that even if there are no reports in their schools or colleges it does not mean that it is not happening, it may be the case that abuse is not being reported. As such it is important that if staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off site) they should speak to their Designated Safeguarding Lead or Deputy. Schools should try to be alert to when children might be at highest risk around the school day (for example immediately after school). It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and the perpetrator.

All staff should know that child-on-child abuse is preventable; timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

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

- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
- consensual and non-consensual making or sharing of nudes and semi-nudes
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and

initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

KCSIE 2026 states that:

- the term 'making or sharing nudes and semi-nudes' refers to the creation of, sending or posting of nude or semi-nude images by young people under the age of 18
- the term 'images' includes all visual content, such as photographs, videos and livestreams
- images may be taken by the child themselves or taken or created by another person, and
- they may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or deep nudes'.

KCSIE 2026 – Harmful sexual behaviour (HSB), sexual harassment and sexual violence

HSB can occur between two or more children of any age and sex, from primary to secondary stage and into colleges. It can also occur through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable. Children who are victims of HSB, sexual harassment or sexual violence, wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Whilst any report of HSB, sexual harassment or sexual violence should be taken seriously, staff should be aware that it is more likely girls will be victims of sexual harassment and sexual violence and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

KCSIE 2026 – Domestic abuse

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of early help

is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

KCSIE 2026 - Child criminal exploitation (CCE) and child sexual exploitation

(CSE): Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery and a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

KCSIE 2026 – Child Criminal Exploitation (CCE)

Can include children being forced or manipulated into transporting drugs or money through county lines (a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line'), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise what is happening to them.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

KCSIE 2026 – Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

KCSIE 2026 - Serious violence

Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated

with criminal exploitation. Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

KCSIE 2026 - Honour or faith-based abuse (including female genital mutilation and forced marriage) Honour or faith-based abuse (HBA) encompasses incidents or 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 or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the pupil is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

KCSIE 2026 - Radicalisation

Children may be susceptible to radicalisation into terrorism.

- Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

KCSIE 2026 - Mental Health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

KCSIE 2026 - Children Who Are Absent From Education

Children being absent from school or college, particularly repeatedly and/or for prolonged periods, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, honour or faith-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence and children missing education procedures (see appendix 3).

Signs of abuse, indicators of domestic abuse, CCE, CSE, serious violence and radicalisation and mental health warning signs

What to do if you are worried a child is being abused (March 2015) – signs of abuse

There are a number of warning indicators which might suggest that a child may be being abused or neglected. Some of the following signs might be indicators of abuse or neglect:

- children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- children with clothes which are ill-fitting and/or dirty;
- children with consistently poor hygiene;
- children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- children who don't want to change clothes in front of others or participate in physical activities;
- children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- children who talk about being left home alone, with inappropriate carers or with strangers;
- children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- children who are regularly missing from school or education;
- children who are reluctant to go home after school;
- children with poor school attendance and punctuality, or who are consistently late being picked up;
- parents who are dismissive and non-responsive to practitioners' concerns;
- parents who collect their children from school when drunk, or under the influence of drugs;
- children who drink alcohol regularly from an early age;
- children who are concerned for younger siblings without explaining why;
- children who talk about running away; and
- children who shy away from being touched or flinch at sudden movements.

NSPCC website (www.nspcc.org.uk) – indicators of domestic abuse

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

KCSIE 2026 – indicators of child criminal exploitation (CCE) and child sexual exploitation (CSE)

Some of the following can be indicators of both CCE and CSE where children:

- appear with unexplained gifts, money or new possessions which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal and sexual exploitation
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters, and
- have their bank accounts used to facilitate drug dealing.

KCSIE 2026 – indicators of serious violence

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence. These may include:

- increased absence from school or college
- a change in friendships or relationships with older individuals or groups
- a significant decline in educational performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been suspended, spent time in Alternative Provision or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery
- having used drugs or alcohol in early adolescence, and
- having previously been a victim or previously perpetrated violence.

Radicalisation risk indicators

The Prevent Duty: safeguarding learners vulnerable to radicalisation (September 2023)

Managing risk of radicalisation in your education setting

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A learner can move very quickly between the risk categories.

Low risk

Low risk means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion

- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

At risk

A learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

Medium risk

Medium risk means a learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the learner is at risk of harm, you should make a Prevent referral immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

High risk

High risk means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

KCSIE 2026 - Mental Health

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

6. Family help, targeted early help and referrals to Children's Social Care for Section 17 and Section 47 statutory assessments

Family Help: Family Help means providing support as soon as a problem emerges at any point in a child's life. Family help is both targeted early help support and services delivered under Section 17

Targeted Early Help: Targeted early help services delivered through Family Help are coordinated by a local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent. Targeted early help leads can be professionals within schools or within local authority Family Help.

Section 17 Child in need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are under a general duty to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Section 47 Child suffering or likely to suffer significant harm: Where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse, neglect, and exploitation whether this is taking place in person or online, inside or outside of the child's home.

KCSIE 2026 states that all staff should be prepared to identify children who may benefit from the targeted early help level of Family Help and staff should be particularly alert to the potential need for additional support for a child who:

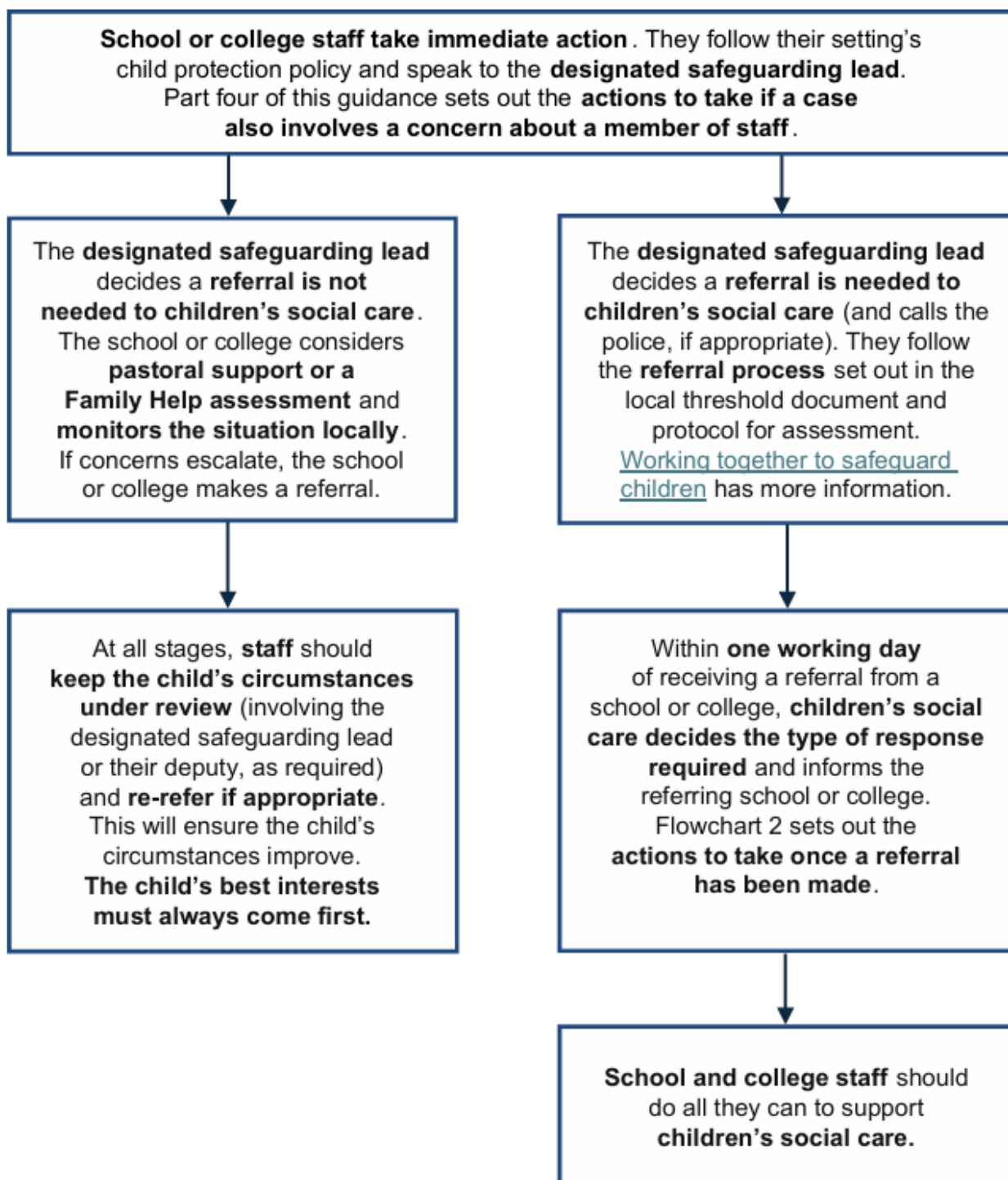
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including sexual or criminal exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol or other drugs themselves
- is at risk of -honour or faith-based abuse such as female genital mutilation or forced marriage
- is a privately fostered child

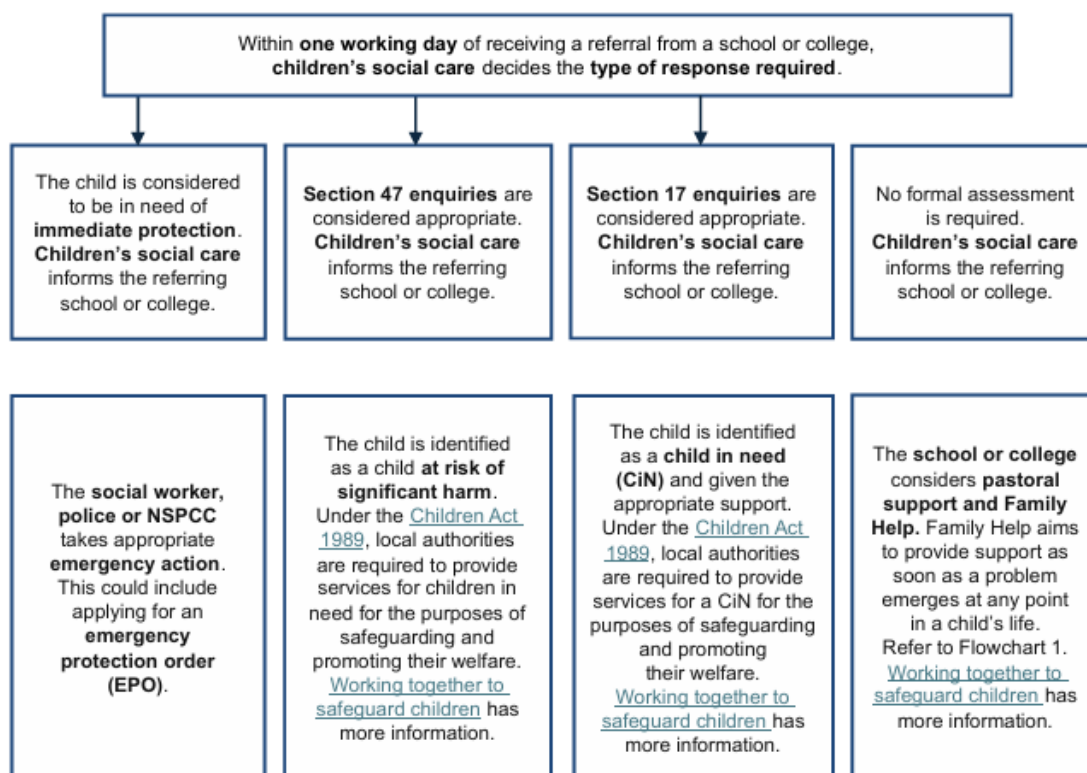
Where schools and colleges are concerned that a child is suffering or is likely to suffer from harm they should make a referral to local authority Children's Social Care and, if appropriate, the police. A social worker will make a decision about the type of response that is required. There may be a need for Children's Social Care and/or the police to provide immediate protection whilst Section 47 enquiries are carried out.

Professionals who begin working with families at the targeted early help stage can continue to lead work with families if the child is later assessed to be a child in need as defined by Section 17.

See flowcharts below from KCSIE 2026.

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care

7 Procedures

- 7.1 **Initial concern:** If staff or volunteers have any concerns about a child's welfare they should act on them immediately. Teaching staff and support staff with a lot of contact with pupils should make a written record of the concerns on the School's CPOMS (Child Protection Online Monitoring and Safeguarding) system and alert the relevant Designated Safeguarding Lead and Deputy/ies to this record. If necessary, a skin map should also be completed on CPOMS. Other support staff and volunteers should give a written record or email a written record to the relevant Designated Safeguarding Lead or Deputy for them to put on CPOMS. **Staff and volunteers must speak to the relevant Designated Safeguarding Lead or Deputy immediately if the concern needs urgent attention.**

If a pupil shares concerns about their welfare with a member of staff, or volunteer, the member of staff or volunteer must:

- listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a child ever be made to feel ashamed for making a report.
- not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the relevant Designated Safeguarding Lead who will ensure that the correct action is taken.
- not ask leading questions, that is, a question which suggests its own answer.

- make a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence.

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. For example, children may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child.

Staff and volunteers should maintain an appropriate level of confidentiality; this means only involving those who need to be involved, such as the Designated Safeguarding Lead or Deputy and Children's Social Care.

When necessary the Designated Safeguarding Lead or Deputy can be contacted outside of normal school hours. For any concerns out of school hours other than overnight trips (e.g. evening trips, Saturday morning sports, holiday care):

Senior School: the SLT emergency number 0161 419 2418 (printed on the weekly information sheet each week) should be used;

Junior School: the SLT emergency numbers 0161 419 2427 for Cath Hampson, 0161 419 2432 for Matthew Copping and 0161 419 2434 for Simon Milnes should be used. For overnight trips the trip SLT emergency contact numbers provided for the trip should be used.

If the member of SLT is not a Designated Safeguarding Lead or Deputy themselves, they will be able to contact a Designated Safeguarding Lead or Deputy.

In circumstances where a child is thought to be 'missing' from the school site, parents and, where appropriate, the police will be contacted as a matter of urgency.

- 7.2 **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved. These would be potentially disclosable to both prosecution and defence lawyers in a court case.
- 7.3 **Action taken by the Designated Safeguarding Lead or Deputy:** All concerns must be reported to the Designated Safeguarding Lead or Deputy so that a course of action can be agreed in accordance with the Local Safeguarding Children Partnership thresholds. Options include managing any support for the child internally via the School's pastoral support processes, the targeted early help level of Family Help or a referral to Children's Social Care for statutory services. If a referral to Children's Social Care for Section 47 statutory services is required this will be done immediately. The police will be informed if a crime has been committed.

The School's pastoral support processes include support from the pastoral team and Beacon counsellors. This support includes support for mental health issues and, when appropriate, referrals can be made to Child and Adolescent Mental Health Services. If pastoral staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, pastoral staff can get help from NHS 111 online or call 111 and select the mental health option.

If staff report concerns about a child carrying or using a weapon (or expressing intent to do so) to the Designated Safeguarding Lead or Deputy should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

If, in exceptional circumstance, the Designated Safeguarding Lead or a Deputy is not available, this should not delay appropriate action being taken. Staff or volunteers should speak to a member of the Senior Leadership Team and/or take advice from Children's Social Care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead or Deputy as soon as is practically possible.

7.4 Action taken by the Designated Safeguarding Lead or Deputy will take into account:

- the procedures published by Stockport Safeguarding Children Partnership or other Local Safeguarding Children Partnerships as appropriate.
- the need to record in writing on CPOMS details of how the concern was followed up and notes of actions taken, decision reached and outcomes.
- the nature and seriousness of the concern and the Local Safeguarding Children Partnership thresholds.
- the wishes of the pupil who has made the allegation, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken that override a pupil's wishes.
- the wishes of the pupil's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. Referrals to statutory agencies such as Children's Social Care can be made without parental consent when necessary. If the relevant Designated Safeguarding Lead or Deputy is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- duties of confidentiality, so far as applicable.
- the importance of information sharing between professionals and local agencies. Whilst data protection legislation provides a framework to ensure that personal information is shared appropriately, it is not a barrier to sharing information in order to identify and provide appropriate services that safeguard and promote the welfare of children.
- the statutory duty for a teacher to personally report to the police (on the police non-emergency number 101) the discovery that FGM appears to have been carried out on a girl under 18 and for Children's Social Care to also be informed.
- the need to make a referral to Channel if a child is identified at risk of radicalisation.
- the information and advice on responding to reports of sexual violence and sexual harassment in KCSIE 2026.
- provide the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly, or have been absent for a continuous period of 10 school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O and/or U);
- provide the local authority with the names and addresses of all pupils of compulsory school age who have been recorded as absent using code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

- Follow up and try to establish the reason for absence if a pupil fails to attend school on the agreed starting day and notify the local authority if they are unable to locate the pupil; ;
- make a return to the local authority when a pupil's name is deleted from the admission register at a non-standard transition point
- make a return to the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point.
- the requirement to notify the local authority when it comes to the attention of school staff that a child is being privately fostered so that the local authority can check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.
- the lawful rights and interests of the school community as a whole including its employees and its insurers.

If there is room for doubt as to whether a referral should be made, the relevant Designated Safeguarding Lead or Deputy may consult with the Children's Social Care team or other appropriate professionals possibly on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. The referral will include as much information as possible since Children's Social Care assessments should consider all the available evidence and the full context of any abuse. If the initial referral is made by telephone, the relevant Designated Safeguarding Lead will confirm the referral in writing depending on the requirements of the Local Children's Safeguarding Partnership procedures. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead or Deputy will contact Children's Social Care again.

- 7.5 **Operation Encompass:** The school is part of Operation Encompass. Operation Encompass is an information-sharing scheme between police and relevant education settings operating in all police forces across England and Wales. The police have a statutory duty to notify a child's education setting (and where relevant local authorities) if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present at the incident, and situations where a child might reside in another household temporarily or permanently. The aim is to support education settings to provide timely, informed support to children affected by domestic abuse, to ensure the school has up to date information about the child's circumstances and enable immediate support to be put in place according to the child's needs. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

Nominated members of school staff, known as Key Adults, have been trained to receive Operation Encompass information from the police. The Key Adults are:

- Mrs White, the Senior School Designated Safeguarding Lead
- Mr Stone, one of the Senior School Deputy Designated Safeguarding Leads
- Mrs Hampson, the Junior School Designated Safeguarding Lead

The Key Adults use information that has been shared with them to ensure that the school is able to support children and their families. The information is treated as confidential and is only shared with the necessary, relevant staff.

- 7.6 **Concerns about the school's safeguarding practices:** All staff and volunteers should feel able to raise concerns about poor or unsafe practice. The school has a Protected Disclosure (Whistle-Blowing) Policy. If staff feel that they cannot raise their concern with School or feel that their genuine concern is not being addressed, other whistleblowing channels may be available to them e.g. the NSPCC Whistleblowing Helpline 0800 028 0285.
- 7.7 **Safeguarding records:** These will be held confidentially and separately from main pupil files and will be reviewed regularly so that concerning patterns can be spotted. Safeguarding records will be retained in accordance with the relevant guidance at the time.
- 7.8 **Making a referral to Children's Social Care:** The usual route is via the school's Designated Safeguarding Lead or Deputy. However, any person can make a referral to Children's Social Care or to the police. If the School decides not to refer a particular allegation to Children's Social Care or the police, the person making the allegation can make their own referral to Children's Social Care or the Police Public Protection Investigation Unit (PPIU); the contact details for Children's Social Care and the PPIU are at the front of this policy.
- 7.9 **Safeguarding concerns or allegations made about staff:** The School has procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of the school in a paid or unpaid capacity i.e. the Senior School and Junior School Heads, teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers), support staff, volunteers and contractors. These procedures follow the guidance in KCSIE 2026.

Procedures in Section One of Part Four of KCSIE 2026 will be followed when it is alleged that anyone working in or on behalf of the school in a paid or unpaid capacity i.e. the Senior School and Junior School Heads, teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers), support staff, volunteers and contractors has:

- behaved in a way that has harmed a child or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children (known as transferable risk).

If a member of staff or volunteer of Stockport Grammar School has concerns about the behaviour of a member of the teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers) or support staff, volunteer or contractor, they should tell the relevant Head of the Junior or Senior School without speaking to the individual or to other colleagues. If they are absent, the matter should be referred to the Chair of Governors.

If a child or his/her parent informs a member of staff about such concerns regarding the behaviour of another member of the teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers) or support staff, volunteer or contractor working in the school, the person receiving that information should pass it to the relevant Head of the Senior or Junior School without speaking to the individual about whom the allegation has been made or to other colleagues. If they are absent, the matter should be referred to the Chair of Governors.

Any allegations that meet the criteria above will be referred to the local authority designated officer (LADO), when appropriate to Children's Social Care and, in the most serious cases, to the police. The rights of those working in or on behalf of the school in a paid or unpaid capacity to be informed and protected will be upheld. The quick resolution of an allegation will be a high priority and all unnecessary delays will be avoided. Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned;
- support for the person subject to the allegation; and
- the need for a full and fair investigation.

Where an allegation relates to a member of supply staff provided by an agency, a trainee teacher or a contractor, the supply agency, teacher training provider or contractor's employer should be notified.

Any allegation or complaint against the Head of the Senior School or Junior School must be made to the Chair of Governors, or in their absence a Vice-Chair, without speaking to the Head or to other colleagues. In such circumstances the Designated Safeguarding Lead will report to and consult with the Chair of Governors, or in their absence a Vice-Chair. The Chair of Governors can be contacted by giving the written information in a sealed envelope to the Bursar or a Safeguarding Lead who will then ensure it is forwarded to the Chair or via the email address chair@stockportgrammar.co.uk

The School will promptly report to the Disclosure and Barring Service (DBS) any individual who has harmed, is likely to harm or poses a risk of harm to a child and has been dismissed or removed from working with children or would have been removed had they not left.

Where a teacher has been dismissed (or would have been dismissed had they not left) or the school ceases to use their services (or would have ceased to use their services had they not left) and the threshold for DBS referral is not reached, a referral will be made to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Procedures in Section Two of Part Four of KCSIE 2026 will be followed when concerns or allegations about the behaviour of those working in or on behalf of the school in a paid or unpaid capacity i.e. the Senior School and Junior School Heads, teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers), support staff, volunteers and contractors. do not meet the criteria as set out in Section One of KCSIE 2026 (low level concerns).

Section Two of Part Four of KCSIE 2026 states that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone (or another personal device), contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Section Two of Part Four of KCSIE 2026 states that as part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should enable schools and colleges to identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

If a member of staff or volunteer of Stockport Grammar School has low-level concerns about a member of the teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers) or support staff, volunteer or contractor, they should share the concern with the Head, without speaking to the individual or to other colleagues.

If a child or his/her parent informs a member of staff about low-level concerns regarding another member of the teaching staff (including the Designated Safeguarding Lead and Deputies, supply teachers and trainee teachers) or support staff, volunteer or contractor, the person receiving that information they should share the concern with the Head, without speaking to the individual or to other colleagues.

All low-level concerns should be recorded in writing. As much evidence as possible should be collected by speaking directly to the person who raised the concerns (unless it has been raised anonymously) and to the individual involved and any witnesses. The member of staff/volunteer should be advised of good practice where necessary. Notes relating to the investigation and its outcome will be retained on file.

Where a low-level concern relates to a member of supply staff provided by an agency, a trainee teacher or a contractor, the supply agency, teacher training provider or contractor's employer should be notified.

If there is any doubt as to whether information which has been shared as a low-level concern in fact meets the harm threshold, the LADO will be consulted.

Any low-level concern about the Head of the Senior School or Junior School must be shared with the Chair of Governors, or in their absence a Vice-Chair, without speaking to the Head or to other colleagues. In such circumstances the Designated Safeguarding Lead will report to and consult with the Chair of Governors, or in their absence a Vice-Chair. The Chair of Governors can be contacted by giving the written information in a sealed envelope to the Bursar or a Safeguarding Lead who will then ensure it is forwarded to the Chair or via the email address chair@stockportgrammar.co.uk

If staff have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, they are encouraged to self-refer to the Head of the Senior School or Junior School in the spirit of an open and transparent culture.

7.10

Allegations against pupils (peer on peer abuse – called child on child abuse in KCSIE 2026 but called peer on peer abuse here since some of our sixth form pupils are 18):

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should understand that even if there are no reports in their schools or colleges it does not mean that it is not happening, it may be the case that abuse is not being reported. As such it is important that if staff have any concerns regarding peer-on-peer abuse (whether these concerns are thought to have taken place on or off site) they should speak to their Designated Safeguarding Lead (or a Deputy). Schools should try to be alert to when children might be at highest risk around the school day (for example immediately after school). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and the perpetrator.

All staff should know that child-on-child abuse is preventable; timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

Peer on peer abuse is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse')
- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
- consensual and non-consensual making or sharing of nudes and semi-nudes
- upskirting, which typically involves taking a picture under a person's clothing (without their permission, with the intention of viewing their genitals or buttocks) to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

For some forms of peer on peer abuse it is more likely that girls will be victims and boys perpetrators but all peer-on-peer abuse is unacceptable and will be taken seriously.

The School actively seeks to minimise peer-on-peer abuse by encouraging a culture of tolerance and respect amongst all members of the school community and by responding to allegations of peer-on-peer abuse promptly and appropriately. Staff model the way to treat others and reinforce positive behaviour in the everyday life of the School. They are given training on peer-on-peer abuse and should be alert to the possibility of peer-on-peer abuse and report such abuse. Pupils are taught and encouraged to ask for help and share any concerns that they have about themselves or others.

Allegations of peer-on-peer abuse will be investigated and victims, perpetrators and any other child affected will be given appropriate pastoral support. Consideration will be given as to whether support is needed via targeted early help or a referral to local authority Children's Social Care.

The School's Anti-Bullying Policy, which is available on the School's website, explains how allegations of bullying will be investigated and pupils supported.

If a pupil shares that they have shared or received nudes or semi-nudes with a member of staff or volunteer, the member of staff or volunteer should inform the Designated Safeguarding Lead or a Deputy, regardless of whether the sharing was consensual or non-consensual. Staff and volunteers must not ask to view images, search mobile devices, print out any material or move any material from one storage device to another. The Designated Safeguarding Lead or Deputy will respond and support pupils by following 'Sharing nudes and semi-nudes Advice for education settings working with children and young people Responding to incidents and safeguarding children and young people' (UK Council for Internet Safety March 2024) and the Department for Education's advice on Searching, Screening and Confiscation July 2022. The approach should be proportionate and consider the age, development and circumstances of the pupils involved, as well as any elements of coercion, exploitation or vulnerability.

If a child or their parent makes a report of sexual violence or sexual harassment to an employee or volunteer, the member of staff or volunteer should inform the Designated Safeguarding Lead or Deputy as soon as practically possible. The Designated Safeguarding Lead or Deputy will investigate the report and support pupils following the guidance in Part 5 of KCSIE 2026. Information on what constitutes sexual violence and sexual harassment and guidance on how staff and volunteers should manage a report of sexual violence or sexual harassment can be found in Appendix 1 Advice to staff. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately.

The NSPCC helpline, Report Abuse in Education, has been set up by the NSPCC and Department for Education. The helpline can be contacted on 0800 136663 or help@nspcc.org.uk and provides support to pupils who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings.

If a child or their parent informs a member of staff or volunteer about any other form of abuse by another pupil in the school, the member of staff or volunteer should pass the information to the Designated Safeguarding Lead or relevant Head of the Junior or Senior School as appropriate (depending on the form of abuse) so that the allegation can be investigated and pupils supported.

If a member of staff or volunteer has concerns about abuse of a pupil by another pupil in the school, they should also tell the Designated Safeguarding Lead or Head of the Junior or Senior School as appropriate.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Pupil Behaviour and Discipline Policy, which is available on the School's website, will apply.

Peer on peer abuse allegations and investigations will be recorded on CPOMS. The Junior School Deputy Head (Pastoral and Logistics) and Senior School Assistant Head (Character and Culture) will also keep reports on bullying allegations and investigations in a bullying folder

8 Pupil use of technology

The school has a Mobile Phone Policy, an Online Safety Policy and an Acceptable Use of Technology Policy for Pupils. The school has appropriate internet filtering and monitoring in place.

Pupils are not allowed to wear smart watches or smart glasses.

Pupils are not allowed to use their mobile phones during the school day unless with the permission and under the supervision of a member of staff e.g. to use them for educational purposes during a lesson.

Pupils in the Junior School are not permitted to bring mobile phones into school unless they use the bus service or have permission to walk home. If parents feel that it is necessary for their child to bring a mobile phone, they complete a form which can be downloaded from the school website. Those children who are then given permission to bring in a phone must hand it into the school office on arrival and collect it on their way home.

Pupils in the First to Fifth Year of the Senior School have a personal mobile phone pouch in which to keep their phone.

The only exception to this rule is that Sixth Formers in the Senior School are allowed to use their mobile phones in the Sixth Form only areas. The use of cellular data (e.g. GPRS, 3G, 4G, etc.) to access the internet while pupils are on School premises or otherwise in the care of the School is discouraged, as pupils are unable to benefit from the School's filtering and anti-virus software. Pupils accessing the internet outside the School's network whilst on School premises or otherwise in the care of the School do so at their own risk and must comply with all the provisions of the IT Acceptable Use Policy for Pupils regarding acceptable behaviour.

This Safeguarding Policy and the Online Safety Policy and Acceptable Use of Technology Policy for Pupils have an appendix covering arrangements for remote learning; should this be required, staff, pupils and parents will be sent advice and guidance on remote learning as appropriate.

9 Children who are questioning their gender

KCSIE 2026 contains guidance for schools regarding how they should respond when children are questioning their gender. The KCSIE 2026 guidance states that:

Schools and colleges are legally required to record a child's biological sex accurately wherever it is recorded.

Schools and colleges should not initiate any action regarding social transition; this guidance applies where a child or their parent has requested that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex ("social transition").

Members of staff should not adopt any changes relating to social transition unless a decision has been made by a school or college and a child's parents or carers have been involved as set out in this guidance.

When considering any request for support with social transition, schools and colleges should ensure that their decision-making process is documented and records are kept.

Schools and colleges have a statutory duty to safeguard and promote the welfare of all children. They should consider how best to fulfil that duty towards a child who is questioning their gender, as well as their peers, ensuring that any agreed course of action takes account of the impact on all of those affected. This means that the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

Parents and carers have the leading role in the lives of their children, and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from a school or college, schools and colleges should engage parents/carers as a matter of priority. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the school or college should involve their Designated Safeguarding Lead to determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

In cases where a child confides in a member of staff about their feelings but does not ask the school or college to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk.

Schools must not allow pupils into toilets, changing rooms, or residential accommodation designated for the opposite sex, with no exceptions. Similarly, where schools have implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex.

The school or college should also make sure that children and their families are aware that while the school or college will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, the school or college must also be conscious of the rights of pupils and staff in relation to their religion or belief. However, schools and colleges supporting social transition might consider discussing options with pupils and staff such as using names instead of pronouns.

The circumstances of a case and/or the needs of a child may change over time. In such cases, the school or college may need to review their original decision, including involving the child's parents or carers. In deciding whether to review a decision, the school or college should involve their Designated Safeguarding Lead immediately.

If a child or their parent requests that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex ('social transition'), the Designated Safeguarding Lead should be informed and will follow this guidance in KCSIE 2026:

- Children who are questioning their gender - paragraphs 254 to 284

- Regulations and safeguarding requirements relating to school premises - paragraphs 107 to 118 (which covers toilets and changing rooms and showers). The Senior School has individual all gender toilets and changing rooms available. The Junior School can provide alternative toilet and changing facilities if a child does not want to use the those designated for their biological sex.

The request for support with social transition and the decision-making process will be documented using the Social Transition Request Decision-Making Record in appendix 7.

10 Monitoring

The Designated Safeguarding Leads and the nominated Governor will scrutinise and monitor the operation of this policy and its procedures, and the Designated Safeguarding Leads will make an annual report to the Governing Body. The full Governing Body will undertake an annual review of the policy and procedures and the efficiency with which the related duties have been discharged. Appropriate minutes will be kept demonstrating the detail of the review.

Appendices:

- 1) Advice to staff
- 2) Staff code of conduct
- 3) Safeguarding response to unauthorised absence and children missing education
- 4) Visiting speaker protocol
- 5) Radicalisation risk assessment
- 6) Online safety arrangements during remote learning
- 7) Social Transition Request Decision-Making Record

Authorised by
Chair of Governors



Date
03.09.26

Circulation

Governors / teaching staff / all staff / parents / website

Status

Regulatory