

BOWDON CHURCH SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Academic Year 2026-27

'I have come that they might have life and have it in abundance'

John 10:10

'Loving, learning and growing together'

DOCUMENT VERSION CONTROL

Policy Name	BCS Safeguarding & Child Protection Policy
Date Policy Created	September 2025
Date of Last Review	September 2025
Date Policy Amended	September 2026 (For KCSiE 2026 Compliance)
Date of Next Review	September 2027
Approving Committee	Bowdon Church School Governing Body
This Document Replaces	BCS Safeguarding & Child Protection Policy 2025-26

FOREWORD BY THE HEADTEACHER

At Bowdon Church School, our commitment to safeguarding the welfare of pupils is given the highest priority. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. As a school, governing body, and staff, we have worked to develop and maintain a 'culture of vigilance' to ensure that signs and symptoms of abuse are recognised, thus drastically reducing the opportunity for those wishing to cause harm to children. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We believe that Bowdon Church School should provide a caring, positive, safe, and stimulating environment, which promotes all pupils' social, physical, emotional, spiritual, and moral development. With this in mind, we will always act in the best interest of a child.

DEFINITION OF SAFEGUARDING

In line with the DfE statutory guidance Keeping Children Safe in Education (KCSiE) 2026, safeguarding and promoting the welfare of children is defined 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 the impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The term 'children' includes everyone under the age of 18.

KCSiE 2026 REGULATORY INTEGRATION

KCSiE 2026 re-establishes 'providing help and support to meet the needs of children as soon as problems emerge' as the primary pillar of safeguarding. This centers on early intervention and the community-based 'Family Help' model, ensuring school staff are proactive rather than reactive.

PURPOSE AND PRINCIPLES

1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Bowdon Church School (hereinafter referred to as 'the school') has in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

2. This policy:

- **i. Has been written in line with the Department for Education (DfE) statutory guidance – Keeping Children Safe in Education, September 2026, and any other relevant UK legislation and government guidance including Working Together to Safeguard Children 2026, and departmental advice 'What to do if you're worried a child is being abused: advice for practitioners'.**
- ii. Applies at all times when the school is providing services or activities directly under the management of school staff.
- iii. Is publicly available on the school's website, and a printed copy can be made available via the school office.
- iv. Reflects the Trafford Strategic Safeguarding Partnership (TSSP) multi-agency safeguarding arrangements.

3. This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- *Behaviour & Relationship Policy*
- *Staff Code of Conduct & Low Level Concerns Policy*
- *IT/Online Safety Policy (including mobile and smart technology)*
- *Whistleblowing Policy*
- *Children Missing/Absent from Education Policy*
- *Managing Allegations Policy*
- *Anti-bullying Policy*

KEY SAFEGUARDING ROLES & CONTACTS

The following personnel have designated lead responsibilities for safeguarding, child protection, and multi-agency liaison at Bowdon Church School:

Role	Name	Contact Details
Chair of Governing Body	Mrs Amy Unwin	Tel: 0161 928 8907 Email: aunwin@bowdoncs.org
Nominated Safeguarding Governor	Mr Jake Waddington	Tel: 07471 045363 Email: jwaddington@bowdoncs.org
Headteacher /DSL DHT/DSL	Sam Halliwell Sue Moss	Tel: 0161 928 8907 Email: head@bowdoncs.org
Designated Safeguarding Lead	Janine Weston	Tel: 0161 928 8907 Email: jweston@bowdoncs.org
Deputy DSLs (DDSLs)	Helen Norbury, Sam Thompson, Dylan McCarthy	Tel: 0161 928 8907 Emails: hnorbury@; sthompson@; dmccarthy@bowdoncs.org
Designated Teacher for LAC / PLAC	Janine Weston	Tel: 0161 928 8907 Email: jweston@bowdoncs.org
Mental Health First Aiders	Sam Halliwell & Sue Moss	Tel: 0161 928 8907 Email: as above

CREATING A SAFEGUARDING CULTURE

It is important to us at BCS that all children feel safe and supported in our setting. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place in school to best protect our students and staff.

All staff are aware of the indicators of abuse, neglect, and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of the home, and online. All staff are encouraged to exercise professional curiosity and understand what to look for in the early identification of abuse and neglect, so that they are able to identify cases of children who may be in need of help or protection. All staff are aware that abuse, neglect, and safeguarding issues such as exploitation are rarely standalone events and cannot be covered by a single definition or label alone. In most cases, multiple issues will overlap with one another.

In all cases, if staff are unsure, they should always speak to the Designated Safeguarding Lead or a deputy. Definitions of terms can be found in the glossary of this document. Information and learning relating to safeguarding topics is made available in school, and staff are also encouraged to undertake their own learning.

Throughout the school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe. Examples include:

- Regular teaching about e-safety in each year group;
- Safety and wellbeing teaching in PSHE and Relationship lessons (using resources such as NSPCC PANTS);
- Teaching during transition about 'Sexting', criminal responsibility, and keeping safe;
- Teaching about which kinds of contact are normal and which could be suspicious;
- Teaching about when and where to seek help, and identifying trusted adults; and
- Teaching about inappropriate computer games and online risks.

ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL) and Deputies

The DSLs and Deputy DSLs (DDSLs) take lead responsibility for safeguarding across the school. The DSL will:

- Be available during term time for staff to discuss any safeguarding concerns.
- Lead on referrals to local authority children's social care (Trafford Children's First Response), the Channel programme where there is a radicalisation concern, the DBS regarding allegations of abuse made against staff, and to the police when a crime has been committed (with reference to NPCC guidance). If a child is in immediate danger, a 999 call will be made without delay.
- **Where necessary, the DSL or another identified person will complete a Family Help Assessment (previously known as an Early Help Assessment) to identify specific needs requiring the assistance of external services. When engaging other services as part of a Team around the Family, the school will utilise Trafford's Strengths and Needs form to support Family Help Assessments to ensure this is formalised consistently across all agencies.**
- **Co-ordinate the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. These include Team around the Family (Family Help) Meetings, Strategy Discussions, Child in Need (Section 17) Meetings, Initial and Review Child Protection (Section 47) Conferences, MARAC, and Trafford Teams Together (TTT) Meetings.**
- **Ensure records are kept in line with good record-keeping practice as outlined in Keeping Children Safe in Education 2026, and ensure CP files are transferred securely to new schools within 5 days of a pupil's departure.**
- Maintain updated DSL training every two years and update their own safeguarding knowledge and skills at least annually.

Governing Body

The Governing Body of Bowdon Church School provides strategic challenge and oversight to ensure robust safeguarding compliance. The Governing Body will:

- Review and approve this policy annually and hold the Headteacher to account over its implementation.
- Appoint a designated Safeguarding Governor to oversee safeguarding compliance and effectiveness.
- Read, understand, and review Keeping Children Safe in Education guidance at least annually.
- Receive safeguarding and child protection training at induction with annual refreshers
- **Ensure that robust filtering and monitoring systems and processes (Smoothwall and Senso) are active, reviewed at least annually by the HT & DSL with HG-IT, and that staff are trained on their roles and responsibilities in managing these systems.**

All School Staff

Safeguarding is the responsibility of everyone working at Bowdon Church School. All staff must:

- Receive appropriate safeguarding and child protection training (including online safety and the expectations, roles, and responsibilities regarding filtering and monitoring) at induction, with regular updates at least annually.
- **Understand the local community-based Family Help process and the circumstances under which pupils might benefit from additional early support.**
- Understand the process for making referrals to Trafford Children's First Response and the statutory assessments under the Children Act 1989, specifically Section 17 (children in need) and Section 47 (reasonable cause to suspect significant harm).
- Know what to do if a child discloses abuse, exploitation, or neglect: reassure the child, maintain confidentiality (sharing only with the DSL/deputy), and never promise to keep secrets.
- Exercise professional curiosity, maintaining an attitude of 'it could happen here' and recognizing that safeguarding issues are rarely standalone events.
- **Recognise that children may experience prejudice-based harm, including racism, faith-targeted abuse, and other forms of discrimination, which can severely impact their welfare and willingness to seek help.**
- **Read and understand Part 1 of Keeping Children Safe in Education 2026.**

RESPONDING TO AND RECORDING CONCERNS

When staff or visitors to the school have a safeguarding concern, they must promptly record this in writing via CPOMS, alerting the safeguarding team immediately. If the concern is urgent, it must also be shared verbally with a DSL or deputy.

If a child discloses abuse, neglect, or exploitation, staff must:

- Listen carefully, reassure the victim that they are being taken seriously, and assure them they are not causing a problem by reporting.
- Explain that they cannot promise confidentiality, as they must share this with the safeguarding team to keep the child safe.
- Use professional language, capturing the first-hand disclosure and context as accurately as possible on CPOMS in a timely fashion.

The DSL will evaluate the concern and determine the appropriate action, which may include:

- Internal pastoral and emotional support within the school;
- **Liaison with external partners or referral for a Family Help Assessment; or**
- A formal referral to Trafford Children's First Response (Social Care).

If a DSL or deputy is unavailable, staff should not delay in contacting Trafford Children's First Response directly (0161 912 5125) or taking advice from the LADO where appropriate. At least one trained DSL or deputy is always designated to be on site or on-call during school hours, before/after-school clubs, and holiday activities.

INFORMATION SHARING & THE DOMESTIC ABUSE DUTY

We recognise the importance of information sharing between practitioners and local agencies. At BCS, we understand that data protection legislation (including the Data Protection Act 2018 and UK GDPR) does not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Information sharing will be done proactively and as early as possible.

Information Sharing Duty (Section 16LA Children Act 2004)

1. **Statutory Obligation to Disclose:** In compliance with Section 16LA of the Children Act 2004, the school is under a statutory legal duty to share relevant information held about a child (or an individual connected to them) with statutory safeguarding partners and designated agencies. Disclosure is required whenever it may facilitate another agency in assessing risk, making decisions, or providing support to safeguard and promote a child's welfare.
2. **No Threshold Requirement:** Staff must share relevant information at the earliest opportunity. Sharing is not dependent on a child meeting a formal statutory threshold or child protection trigger (such as Section 47 enquiries), and applies to concerns regarding early help, prevention, and unmet welfare needs.
3. **Consent and Confidentiality:** Obtaining consent from a child or parent/carer is **not required** to share information under data protection law or the common law duty of confidentiality. Staff must not present information sharing as optional or seek permission where sharing is legally required. Where safe and practicable, staff will maintain transparency by informing families about what information is being shared and why.
4. **Connected Persons & Peer Risks:** The duty extends to sharing relevant information regarding connected adults (e.g. household risks or parental vulnerabilities) and peers, including circumstances where a child may potentially pose a risk to others.
5. **Limitation (Detriment Exception):** Relevant information must be disclosed unless the Designated Safeguarding Lead (DSL), using professional judgement, determines that sharing would be **more detrimental to the child** than not sharing (e.g. placing the child at immediate risk of harm). Parental disagreement, lack of consent, or practitioner hesitation are not grounds to withhold information.
6. **Recording and Local Pathways:** All information-sharing disclosures, requests, and decisions (including the rationale where information is withheld due to detriment) must be formally recorded and routed through agreed local multi-agency safeguarding partnership pathways.

Operation Encompass Statutory Duty (KCSiE 2026 Integration)

Bowdon Church School is an active participant in Operation Encompass, a national initiative facilitating information sharing between police forces and school settings. In line with the statutory duty placed on police forces in England and Wales (November 2025), the police must notify the school's DSL (Key Adult) if they have reasonable grounds to believe a child is a victim of domestic abuse. This legally binding duty ensures that the school is informed of domestic abuse incidents prior to the child's arrival the next school day.

The police notification to the school must contain:

- The child's name, date of birth, and any protected characteristics (e.g., disability, race, religion);
- The child's relationship to both the victim and the perpetrator of the abuse;
- The police incident reference number, along with the location, time, and date of the occurrence;
- Whether the child was present at the incident (notifications are issued regardless of physical presence);
- The voice of the child—including direct quotes, emotional state, and observed behaviours; and
- The wider context, including whether an arrest was made and details of any historic domestic abuse incidents.

Critical Restriction: Under the Sexual Offences (Amendment) Act 1992, the police notification must never contain reference or information regarding sexual offences. The victim's anonymity must be strictly preserved.

Operation Encompass does not replace statutory safeguarding procedures or referrals. If the DSL is concerned about a child's ongoing welfare, a formal children's social care referral will be progressed in line with Trafford Strategic Safeguarding Partnership thresholds.

ONLINE SAFETY, FILTERING AND MONITORING

The school recognises that technology is a highly significant component in many safeguarding and f abuse concerns. Online risks can take place concurrently with offline harms and are classified across four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful material (e.g., pornography, fake news, racism, misogyny, radicalisation, and extremist content);
- Contact: being subjected to harmful online interactions with other users (e.g., online grooming, peer pressure, or commercial exploitation);
- Conduct: personal online behaviour that increases the likelihood of harm (e.g., the consensual or non-consensual sharing of nude/semi-nude images, online bullying); and
- Commerce: risks such as online gambling, phishing scams, and inappropriate targeted advertising.

Technical Filtering and Monitoring

Bowdon Church School utilizes Smoothwall and Senso as its active filtering and monitoring systems, which cover the school network and all school-owned devices. The Lead DSL has operational responsibility for understanding these systems, monitoring alerts with the support of the school's IT provider, and reviewing the system's effectiveness. The school aligns its practices with the DfE filtering and monitoring standards, ensuring harmful content is blocked without over-blocking, which could restrict digital literacy and safety teaching.

Generative AI & Cyber Choices Integration

The school refers to the DfE's guidance on the use of generative AI in education to manage digital literacy, online safety, and filtering/monitoring. Additionally, when a pupil with particular technical skills is identified as being at risk of or deliberately straying into low-level cyber-dependent offences (such as unauthorised computer hacking or launching Denial of Service attacks), the DSL will consider making a referral to the police Cyber Choices programme to positively redirect their technical skills.

WHISTLEBLOWING

At Bowdon Church School, we recognise that adults working in school may cause harm. Any concerns or allegations that a member of staff (including supply staff, volunteers, governors, or contractors) has behaved in a way that has harmed a child, possibly committed a criminal offence, or behaved in a way indicating they are unsuitable to work with children, must immediately be reported to the Headteacher.

If the concern or allegation relates to the Headteacher, it must be reported directly to the Chair of Governors, Mrs Amy Unwin (aunwin@bowdoncs.org). Where a member of staff feels unable to raise an issue internally, or feels their concerns are not being addressed, they are directed to the NSPCC Whistleblowing Helpline (0800 028 0285 / help@nspcc.org.uk).

Management of Transferable Risk

In accordance with *Keeping Children Safe in Education* (KCSIE), BCS recognises that conduct, allegations, or personal circumstances outside the workplace can transfer risk to the educational environment and impact an adult's suitability to work with children.

Transferable risk applies to behaviour in personal, voluntary, or previous employment contexts, including but not limited to:

- Criminal investigations, arrests, charges, or cautions.
- Domestic abuse incidents or children's social care involvement within the staff member's own household.
- Close association with individuals who pose a known safeguarding risk.
- Misconduct or safeguarding investigations in another setting or online.

Duty to Disclose

All staff and volunteers have a mandatory duty under the Staff Code of Conduct to immediately report to the Headteacher any personal circumstance, police involvement, or external incident that may affect their ongoing suitability to work with children.

LADO Referral & Action

If an external concern indicates an individual may pose a risk to children or be unsuitable to work with them, the Headteacher will consult the Local Authority Designated Officer (LADO) within 24 hours. The school will conduct a context-specific risk assessment and apply proportionate precautionary measures (e.g., duty adjustments or suspension) while enquiries take place.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM

The school recognises that certain cohorts of children face heightened vulnerabilities and additional barriers to learning, attendance, and behaviour. School staff must maintain enhanced vigilance and apply tailored support for these children:

Children with Social Workers: Staff understand that children who have or have had a social worker require active monitoring. The DSL and Designated Teacher will maintain close liaison with Trafford Children's Social Care and the Trafford Virtual School Head to promote their educational progress, attendance, and welfare.

Children with Low Attendance & Children Missing Education (CME): Low, erratic, or declining attendance can be a vital warning sign of serious safeguarding risks, including exploitation, abuse, neglect, county lines, or mental health crises. The attendance team and DSL track attendance rigorously, implement early interventions, and submit statutory returns to the local authority when a pupil is deleted from the register or fails to take up a place in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

KCSiE 2026 Expanded Vulnerable Indicators: To align with KCSiE 2026, the school has expanded its indicators for children who may require additional proactive community-based support. Staff must look out for and report concerns regarding children who are pregnant and/or are parents themselves, children showing early signs of abusive, violent, or harmful behaviours, children who are repeatedly removed from the classroom or placed on part-time timetables, and privately fostered children.

Private Fostering: If a member of staff becomes aware of a private fostering arrangement (where a child under 16, or under 18 if disabled, is cared for by someone other than a parent or close relative for 28 days or more), they must notify the DSL immediately. The school has a mandatory statutory duty to notify Trafford Children's Social Care to verify the safety and suitability of the arrangement.

Gender Identity & Sexuality: A child's sexual orientation or gender identity is not an inherent risk factor, but they can be vulnerable to targeting. The school supports pupils questioning their gender identity by taking a cautious, individualised approach in close partnership with parents (unless doing so poses a significant risk of harm), considering clinical advice, and addressing wider vulnerabilities.

Single-Sex Facilities: KCSiE 2026 is clear that children must not be allowed into toilets, changing rooms, or showers designated for the opposite biological sex, even when supporting social transition.

Special Educational Needs (SEN) and Disabilities: Children with SEN or disabilities can face significant safeguarding barriers. Staff must never assume that indicators of potential abuse (e.g., changes in mood, behaviour, or physical injuries) are simply part of a child's disability without thorough exploration. Staff must be alert to cognitive understanding, peer isolation, and the disproportionate impact of bullying on this cohort.

Alternative Provision (AP): When a pupil is placed in Alternative Provision, Bowdon Church School remains fully responsible for their safety, attendance, and wellbeing. The school conducts robust quality assurance of the AP provider's safeguarding practices and maintains ongoing contact, regardless of the hours the pupil attends.

THE PREVENT DUTY & SITE SAFETY

The Prevent Duty

The school complies with the statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015. Staff are trained to identify vulnerability to radicalisation (extremism is defined as the vocal or active opposition to fundamental British values). Where radicalisation concerns emerge, the DSL will lead multi-agency liaison, make appropriate Prevent referrals, and co-operate with Trafford's multi-agency 'Channel' panel.

Site Safety and Controlling Access

The school operates strict site safety protocols. The identity of all visitors and volunteers is checked, and they must sign in and wear identification badges. The school will not tolerate threatening behaviour. In line with statutory powers, the school can bar individuals from the premises if their behaviour poses a threat to pupils or staff. Written notification of intent to bar must be issued, allowing the individual to present their side before a final decision is reached.

Any person volunteering in a role that involves teaching, training, instructing or supervising children frequently, overnight or more than 3 days in a 30-day period is now in regulated activity. When the school includes EYFS, staff/volunteers must not begin regulated activity until their enhanced DBS with barred list information is received.

CHILD-ON-CHILD ABUSE

At Bowdon Church School, we adopt a zero-tolerance, whole-school approach to child-on-child abuse. All staff recognise that children of any age or vol are capable of abusing peers, which can take place face-to-face, online, and outside school hours.

Child-on-child abuse includes, but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical abuse (hitting, kicking, causing harm); sexual violence and harassment (including rape, sexual assault, and unwanted conduct of a sexual nature); consensual/non-consensual f of nude/semi-nude images (sexting); upskirting; and initiation/hazing type rituals.

No peer-on-peer abuse must ever be downplayed or dismissed as 'banter', 'just a laugh', or 'boys will be boys'. Such downplaying normalises abuse and prevents victims from seeking help.

Prejudice-Based Harm Integration

In accordance with KCSiE 2026, school staff must explicitly recognise and address prejudice-based harm, including racism, faith-targeted abuse, and other forms of discriminatory behaviour. These experiences severely damage a child's welfare, mental health, and willingness to speak out. All staff must be alert to these signs, challenge discriminatory behaviours immediately, and ensure they are integrated within the school's active safeguarding and child protection practices.

Where child-on-child abuse is reported, a thorough investigation is conducted. The victim is always taken seriously, and both the victim and perpetrator are provided with tailored support (such as counseling, mentoring, and pastoral support plans). If sexual violence or serious physical harm is alleged, an immediate risk assessment is completed to ensure the safety of the victim and the wider school community.

DOMESTIC ABUSE, SERIOUS VIOLENCE & TEMPORARY ACCOMMODATION

Domestic Abuse & Victim Recognition

Under the Domestic Abuse Act 2021, the school formally recognizes children as victims of domestic abuse in their own right if they see, hear, or experience the effects of domestic abuse. Staff utilize the DASH Risk Identification Checklist (RIC) to assess risks, and have access to specialist training via Trafford Domestic Abuse Service (TDAS).

Serious Violence Management

Serious youth violence is an ongoing safeguarding concern that can involve peer conflict, bullying, or criminal exploitation. If there are concerns about a child carrying or using a weapon, the DSL must assess the risk to both the individual pupil and others in the school. The DSL will construct an immediate safety and support plan, implement measures to de-escalate peer conflict, and work collaboratively with partners under the Serious Violence Duty (introduced in the Police, Crime, Sentencing and Courts Act 2022). Staff recognize that risks are significantly higher for children experiencing disrupted education (suspensions, exclusions, or AP).

Temporary Accommodation Notification Duty

Under the Children's Wellbeing and Schools Act, local housing authorities have a statutory duty to notify the school when a pupil is placed in temporary accommodation (subject to parental consent). This notification enables school staff to safeguard and promote the welfare of these children at the earliest opportunity, addressing financial, transport, or attendance barriers.

STAFF LEARNING AND DEVELOPMENT

Safeguarding training is given the highest priority. All new staff undergo a comprehensive induction where they are provided with copies of, and are required to read, Part 1 of Keeping Children Safe in Education 2026, the School Child Protection Policy, Behaviour Policy, Staff Code of Conduct, Children Missing Education Policy, and Working Together to Safeguard Children.

All staff receive regular safeguarding updates (via emails, bulletins, and staff meetings) and complete formal, whole-school safeguarding training at least annually. Training records, including induction checklists and course completion certificates, are documented within personnel files and mapped on the school's Single Central Record (SCR).

SAFER RECRUITMENT & MANAGING ALLEGATIONS

Safer Recruitment Practices

The Governing Body and Senior Leadership Team apply stringent recruitment and vetting procedures to ensure that no individual commences work (paid or voluntary) unless all necessary statutory checks are complete. These checks, documented on the school's Single Central Record (SCR), include: Enhanced DBS checks; Barred List checks; identity, Right to Work in the UK, and qualification checks; prohibition from teaching checks; and overseas police checks where applicable. References are always sought prior to appointment, with at least one from the candidate's current or most recent employer. At least one member of every interview panel is trained in Safer Recruitment.

Managing Allegations Against Professionals

All allegations against staff, volunteers, or contractors must be reported immediately to the Headteacher (or to the Chair of Governors if concerning the Headteacher). Allegations that meet the statutory threshold (harming a child, committing a criminal offence, or demonstrating unsuitability to work with children) are referred to the Trafford Local Authority Designated Officer (LADO) within one working day. The school maintains a legal duty to make referrals to the DBS and the Secretary of State (via the Teaching Regulation Agency) when individuals are dismissed or removed from regulated activity due to safeguarding concerns.

GLOSSARY OF SAFEGUARDING TERMS

Safeguarding Term	Statutory Definition & Meaning
A Child	Any person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child by inflicting harm or failing to prevent harm. Can occur online or offline, and be perpetrated by adults or other children.
Family Help	The community-based model (established in Working Together 2026 and KCSiE 2026) that replaces 'Early Help'. It provides early, coordinate interventions under Section 10/11 (targeted) or Section 17 (children in need) to prevent risks from escalating.
Prejudice-Based Harm	Harm, bullying, or abuse directed at children due to hostility or prejudice regarding their race, faith, religion, disability, gender, or sexual orientation. Staff must address these risks as active child protection concerns.
Operation Encompass Notification	A statutory police-to-school notification issued within one working day when a child is connected to a domestic abuse incident. Notifications contain the 'voice of the child' and context, but strictly exclude reference to sexual offences to preserve anonymity.
Serious Violence Duty	A collaborative requirement under the Police, Crime, Sentencing and Courts Act 2022. It mandates school DSLs to implement preventative safety and support plans, manage weapons risks, and de-escalate peer conflict.
Cyber Choices Programme	A National Crime Agency initiative. DSLs consider referrals to this programme for children possessing advanced digital skills who are at risk of or engaging in low-level cyber-dependent offences.
Private Fostering	An arrangement made privately (without local authority involvement) for a child under 16 (under 18 if disabled) to be cared for by someone other than a parent or close relative for 28 days or more.
Alternative Provision (AP)	Education settings outside of mainstream schools. BCS remains responsible for the safeguarding, attendance, and welfare of any pupil placed in an AP setting.
Child Criminal Exploitation (CCE)	Where an individual or group exploits an imbalance of power to coerce, manipulate, or deceive a child into criminal activity (e.g., county lines) for financial or other gain.
Child Sexual Exploitation (CSE)	A form of sexual abuse where a child is coerced, manipulated, or deceived into sexual activity in exchange for gifts, status, affection, or under threat of violence.
County Lines	Organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines. Children are exploited to move, store, and sell drugs and cash.

Safeguarding Term	Statutory Definition & Meaning
Domestic Abuse	A pattern of controlling, coercive, threatening, or violent behaviour between those aged 16 or over who are personally connected. Children are legally recognized as victims in their own right.
Neglect	The persistent failure to meet a child's basic physical, medical, shelter, clothing, emotional, or psychological needs, leading to serious impairment of health or development.
Radicalisation & Extremism	Radicalisation is the process by which a person comes to support terrorism or extremist violence. Extremism is the vocal or active opposition to fundamental British values.
Trafficking	The recruitment, transportation, transfer, or receipt of a child by means of force, coercion, or deception for the purpose of exploitation (including CCE, CSE, or modern slavery).

APPENDIX 1: CONTACT DIRECTORY FOR SAFEGUARDING

For immediate consultations, statutory referrals, or emergency assistance, use the contact channels below. School staff must coordinate referrals through the DSL where possible, but must act independently if a child is in immediate danger.

Agency / Service	Phone / Contact Number	Email / Web Address
Trafford Children's First Response	0161 912 5125	FirstResponse@trafford.gov.uk
Trafford Local Authority Designated Officer (LADO)	0161 912 5024	LADO@trafford.gov.uk
Social Care Out of Hours Emergency Duty Team	0161 912 2020	Via Trafford Council Portal
NSPCC Whistleblowing Helpline	0800 028 0285	help@nspcc.org.uk
Greater Manchester Police (GMP) Prevent	0161 856 6362	gmp.prevent@gmp.police.uk
Trafford Strategic Safeguarding Partnership (TSSP)	0161 911 8687	TSSP@trafford.gov.uk