



# **Child Protection and Safeguarding Policy**

Version	Date	Author	Changes
1.0	7 <sup>th</sup> June 2024	N Bowker	Created Policy
1.1	14 <sup>th</sup> March 2025	M Tomes	Amended names
1.2	3 <sup>rd</sup> February 2026	R Martin	Re-assessed and amended policy sections and legislation
1.3	17 <sup>th</sup> March 2026	R Martin	Revised following review from external safeguarding audit and recommendations

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*The Proprietor holds ultimate legal responsibility for safeguarding under the Independent School Standards.*

*The Head Office Safeguarding Board provides strategic safeguarding oversight and reports formally to the Proprietor.*

*The Headteacher holds operational responsibility for safeguarding and fulfils the role of Designated Safeguarding Lead (DSL).*

### **Supreme Start School**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Changes</b>	<b>Remarks</b>
1.0	7th June 2024	N Bowker	Created Policy	
1.1	14th March 2025	M Tomes	Amended names	
1.2	3rd February 2026	R Martin	Re-assessed and restructured policy for clarity and SEN context	Reviewed by and Head Office Safeguarding Board.
1.3	17 <sup>th</sup> March 2026	R Martin	Minor changes to support external review commentary	Reviewed by Judicium Education Safeguarding Auditor

### **Key Safeguarding Contacts**

<b>Name</b>	<b>Role</b>	<b>Contact Details</b>
Mrs Rachael Martin	Headteacher (Ultimate Safeguarding Responsibility)	Supreme Start School, Unit 7, Roman Road, Royton, Oldham, OL2 5PJ  0161 974 4777  07368 978487

Ms Catherine Baldwin	Teacher & Deputy Designated Safeguarding Lead (DSL)	0161 974 4777
Mrs Jennifer Connah	Organisation Safeguarding Officer (Head Office oversight)	3.10 3rd Floor, Devonshire Street North, Manchester, M126JH 0161 974 6540

*This policy will be reviewed annually unless an incident, new legislation, or guidance suggests the need for an interim review.*

## **STAFF QUICK GUIDE TO SAFEGUARDING**

This guide provides immediate, practical steps for all staff. Keep this page accessible at all times.

### **If you are worried about a child's welfare or safety:**

1. Immediately inform the DSL or, in their absence, a deputy DSL, Member of Head Office Safeguarding Board or Proprietor
2. Record your concern on CPOMS the same day, using the child's own words and sticking to facts (what you saw, heard, or were told). Be specific about dates, times, and observable behaviours.
3. Do not promise confidentiality to the child. Explain you will share the information with people who can help keep them safe.
4. Do not investigate, question the child in detail, or speak to parents yourself unless the DSL asks you to.
5. If you believe a child is at immediate risk of serious harm, call 999 and inform the DSL as soon as it is safe to do so.

### **If a child makes a disclosure to you:**

6. Listen calmly and take them seriously. Allow them to communicate in their own way (verbal, non-verbal, using AAC, signs, or other communication methods).
7. Reassure them they have done the right thing by telling you.
8. Do not make promises you cannot keep (such as promising to keep it secret).
9. Do not ask leading questions or press for details beyond what the child volunteers.
10. Then follow the steps above: inform the DSL immediately and record on CPOMS the same day.

### **If you have a concern or allegation about an adult working with children:**

11. Report the concern the same day to the Headteacher
12. If the concern is about the Headteacher, report to the Organisation Safeguarding Officer (Mrs. Jennifer Connah) instead of Head Office Safeguarding Board.
13. Do not question the adult or discuss the allegation with others.
14. The Headteacher/Case Manager will consult the Local Authority Designated Officer (LADO) before any internal action is taken.
15. All concerns, including low-level concerns that do not meet the allegations threshold, must be reported.

16. All staff should have the attitude that 'it could happen here' and therefore ensure their professional curiosity and diligence ensures that they remain alert to any safeguarding concerns that they may have.

## Key Emergency Contacts

### Oldham Safeguarding Partnership Contacts

Service	Contact Details
Oldham MASH (Multi-Agency Safeguarding Hub)	Tel: 0161 770 7777 Email: mash@oldham.gov.uk
Out of Hours Emergency Duty Team	Tel: 0161 770 6936
Local Authority Designated Officer (LADO)	Tel: 0161 770 8870 Email: lado@oldham.gov.uk
Oldham Safeguarding Children Partnership (OSCP)	Tel: 0161 770 1213 Website: www.oldhamsafeguarding.org
Early Help Services	North Hub: 0161 234 1973 Central Hub: 0161 234 1975 South Hub: 0161 234 1977
Complex Safeguarding Hub Advice Line	Tel: 0161 226 4196
Prevent Education Officer	Email: prevent@oldham.gov.uk Tel: via main switchboard
SEND Team	Tel: 0161 770 8869
Education Safeguarding Team	Tel: 0161 770 8870

### National Contacts

Service	Contact Details
Emergency Services	999
Police (non-emergency)	101
NSPCC Helpline	Tel: 0808 800 5000
NSPCC Whistleblowing Helpline	Tel: 0800 028 0285 / Email: help@nspcc.org.uk
Childline	Tel: 0800 1111 / Website: www.childline.org.uk

Prevent Referrals (Greater Manchester Police)	Email: <a href="mailto:prevent@gmp.police.uk">prevent@gmp.police.uk</a> / Tel: 101
Channel Helpline	Tel: 020 7340 7264
DfE Dedicated Telephone Helpline	Tel: 020 7340 7264 / Email: <a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a>
Anti-Terrorist Hotline	Tel: 0800 789 321
CEOP (Child Exploitation and Online Protection)	Report online: <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a>
Modern Slavery Helpline	Tel: 0800 0121 700
FGM Helpline	Tel: 0800 028 3550 / Email: <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>
NSPCC Report Abuse in Education Helpline	Tel: 0800 136 663 / Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Teaching Regulation Agency	Tel: 020 7593 5393 / Email: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>

## Statement of Intent

Supreme Start School is committed to safeguarding and promoting the physical, mental, and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

As a specialist SEN provision, we recognise that pupils with special educational needs and disabilities may be more vulnerable to abuse and may face additional barriers to disclosing concerns. This policy reflects our commitment to creating an environment where all pupils, regardless of their communication methods or support needs, are heard, protected, and safeguarded.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Head Office Safeguarding Board the Headteacher, and all staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable, using age-appropriate and developmentally appropriate methods.
- Identifying and making provision for any pupil who has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject, or identify people who might pose a risk to children.
- Ensuring that all staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Working closely with parents, carers, and external agencies to support vulnerable pupils and their families.
- Recognising and responding to the specific safeguarding needs of pupils with SEND, including those who use non-verbal communication, AAC, or other support methods.
- Ensuring that members of the Head Office Safeguarding Board the Headteacher, and all staff understand their responsibilities under safeguarding legislation and statutory guidance, *maintain an 'it could happen here' approach*, are alert to the signs of child abuse, and know to refer concerns to the DSL.

In line with Keeping Children Safe in Education 2025, we define Safeguarding 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
- taking action to enable all children to have the best outcomes

## **Roles and Responsibilities**

### **All Staff**

All staff (including temporary staff, volunteers, and contractors) have a responsibility to:

- Read and understand this policy and Part One (or Annex A, if appropriate) of Keeping Children Safe in Education 2025.
- Be alert to signs of abuse, neglect, exploitation, and child-on-child abuse at all times.
- Report concerns immediately using the procedure set out in this policy. Never assume someone else will act.
- Maintain professional boundaries and follow the Staff Code of Conduct.
- Attend safeguarding training during induction and receive regular updates (at least annually).
- Be prepared to identify pupils who may benefit from early help.
- Maintain appropriate levels of confidentiality when dealing with individual cases, while understanding that safeguarding information must be shared on a need-to-know basis.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if unsure about how to handle safeguarding matters.
- Understand how pupils with SEND may communicate concerns differently, including through behaviour changes, non-verbal communication, or via communication aids.
- Staff will read and understand the behaviour policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying

### **WHISTLEBLOWING**

- Staff may raise safeguarding concerns under the Whistleblowing Policy where they believe concerns are not being addressed appropriately.
- Staff raising safeguarding concerns in good faith are protected from detriment.
- Staff may also contact the NSPCC Whistleblowing Helpline if internal routes are ineffective.

## **Designated Safeguarding Lead (DSL)**

The Headteacher holds the role of Designated Safeguarding Lead (DSL). In their absence, a trained Deputy DSL will assume responsibility.

- Acting as the main point of contact for staff, pupils, parents, and external agencies on all safeguarding matters.
- Managing and referring safeguarding concerns to Children's Social Care (via MASH), the police, or other agencies as appropriate.
- Maintaining accurate, detailed, and secure written records of safeguarding and child protection concerns using CPOMS.
- Liaising with the LADO regarding allegations against staff and volunteers.
- Coordinating the school's contribution to multi-agency meetings, including child protection conferences, core groups, and Team Around the Child (TAC) meetings.
- Working with the Headteacher and SLT to ensure this policy is reviewed annually and that procedures are followed.
- Ensuring that all staff and volunteers receive appropriate safeguarding training during induction and at least annually thereafter.
- Ensuring that safeguarding is embedded in the curriculum and that pupils receive age-appropriate teaching about keeping safe.
- Liaising with the three safeguarding partners (Local Authority, Police, and Health) and working with other agencies in line with Working Together to Safeguard Children 2023.
- Understanding and responding appropriately to the specific safeguarding needs of pupils with SEND, including consulting with the SENCO and therapy staff.
- Keeping the Headteacher informed of any significant safeguarding issues.
- Maintaining oversight of all safeguarding activity, including analysis of data and emerging themes to inform school improvement.

## **Head Office Safeguarding - (Reports to Proprietor)**

**The Head Office Safeguarding Board** has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.

- Ensure that the school complies with all safeguarding duties under legislation and statutory guidance.
- Ensure that policies, procedures, and training are effective and comply with the law at all times.
- Appoint a senior board-level lead to monitor the effectiveness of this policy in conjunction with the Head Office Safeguarding Board
- Ensure that the DSL role is explicit in the role holder's job description and that they have appropriate time, funding, training, resources, and support.
- Ensure that staff undertake appropriate safeguarding training.
- Remedy any weaknesses in safeguarding arrangements without delay.

## **Recognising Abuse and Neglect**

All staff must be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection. Staff should be particularly alert to the needs of pupils with SEND, who may exhibit indicators differently or face additional barriers to disclosure.

Abuse can take many forms, and children may be vulnerable to multiple forms of harm.

The four main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Detailed definitions of these categories, along with indicators of abuse and specific safeguarding issues (including child sexual exploitation, child criminal exploitation, serious violence, so-called "honour-based" abuse, female genital mutilation, forced marriage, and radicalisation), are set out in Appendix A.

Staff should be aware that behaviours linked to drug taking, alcohol misuse, truanting, and missing education can indicate wider safeguarding concerns. Mental health problems can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

## **When a Staff Member Has a Concern About a Child**

This section sets out the clear procedure for staff to follow when they have any concern about a child's welfare or safety. This procedure applies to all concerns; however minor they may seem.

### **Step 1: Recognise**

Be alert to:

- Physical indicators (unexplained injuries, changes in appearance or hygiene)
- Behavioural indicators (sudden changes in behaviour, withdrawal, aggression, sexualised behaviour)
- Emotional indicators (fear, anxiety, low self-esteem, regression)
- Disclosures from the child (direct or indirect)
- Information from parents, carers, or other professionals
- For pupils with SEND: changes in communication patterns, increased challenging behaviour, changes in eating or sleeping, regression in skills, or reluctance to be with particular people

### **Step 2: Respond**

If a child makes a disclosure or you observe a concern:

- Listen carefully and calmly. Do not interrupt.
- Accept what the child says without judgment.
- Allow the child to communicate in their preferred way (verbal, non-verbal, AAC, signs, drawings, etc.).
- Reassure the child that they have done the right thing by telling you.
- Do not promise confidentiality. Explain you will need to share the information with people who can help keep them safe.
- Do not ask leading questions. Use open questions such as "Can you tell me what happened?" or "Is there anything else you want to tell me?"
- Do not investigate or press for details.
- Do not contact parents without first consulting the DSL (unless advised to do so by the DSL).

### **Step 3: Record**

Immediately after the concern arises:

- Record the facts as you know them on CPOMS the same day.
- Use the child's own words where a disclosure has been made.
- Include: date, time, location, who was present, what you saw/heard/were told, and any immediate action taken.
- Be specific about observable facts. Avoid opinion or interpretation.
- Note any visible injuries using a body map if appropriate (do not ask the child to remove clothing).
- For pupils with SEND: note the child's communication method, any AAC used, behaviour observed, and context.

#### **Step 4: Report**

Immediately after recording:

- Inform the DSL or, in her absence, a deputy DSL or Head Office Safeguarding Board.
- Hand over or share your written record via CPOMS.
- If you believe a child is at immediate risk of serious harm, call 999 and inform the DSL as soon as it is safe to do so.
- If for any reason you cannot contact the DSL and you have serious concerns, contact Children's Social Care directly (0161 770 7777).

## **What the DSL Will Do**

When a concern is reported to the DSL, they will take the following steps to ensure the child receives appropriate support and protection.

### **Step 1: Review and Assess**

- Review the information provided by the staff member.
- Check existing safeguarding records for the child on CPOMS.
- Speak to the child (where appropriate) to gather further information.
- Consult with other staff who know the child well (e.g., class teacher, SENCO, therapy staff).
- Consider whether the child has any specific vulnerabilities due to SEND, communication needs, or other factors.
- Assess the level of need and risk using professional judgement.

### **Step 2: Decide on Next Steps**

Based on the assessment, the DSL will decide whether to:

- Monitor the situation and provide in-school support.
- Initiate an early help assessment and coordinate support through a Team Around the Child (TAC) or similar multi-agency approach.
- Make a referral to Children's Social Care (via MASH on 0161 770 7777) if there are concerns that a child is suffering or is likely to suffer significant harm.
- Report to the police if a crime may have been committed.
- Consult with external agencies (e.g., Early Help, MASH, LADO) for advice and guidance.

### **Step 3: Record and Communicate**

- Record all actions, decisions, and rationale on CPOMS.
- Inform the staff member who raised the concern about the outcome (on a need-to-know basis).
- Keep the child and, where appropriate, their parents/carers informed about what will happen next (unless doing so would place the child at risk).
- If a referral to Children's Social Care is made, follow up in writing within 24 hours using the local authority referral form.
- Keep the Headteacher informed of significant safeguarding activity.

#### **Step 4: Use Escalation Procedures if Necessary**

If the DSL believes that a referral has not been dealt with appropriately by Children's Social Care, or if the child's situation does not improve, the DSL will escalate the concern in line with the local safeguarding partnership's escalation procedures.

#### **Timescales**

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

#### **Suspension**

Suspension will not be an automatic response when an allegation is reported: all options to avoid suspension will be considered prior to taking that step. Suspension will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the case manager and the designated officer.

#### **Supply staff**

We will ensure any allegations against an individual not employed by Supreme Start School, such as supply teachers, will be dealt with properly. We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher. We will inform the agency of our process for managing allegations and invite the agency's human resource manager or equivalent to meetings as appropriate.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be

disclosed to the parents or carers. Parent or carers will be kept informed about the progress of the case. Parents will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated officer, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it should arise.

The following definitions will be used when determining the outcome of any investigation:

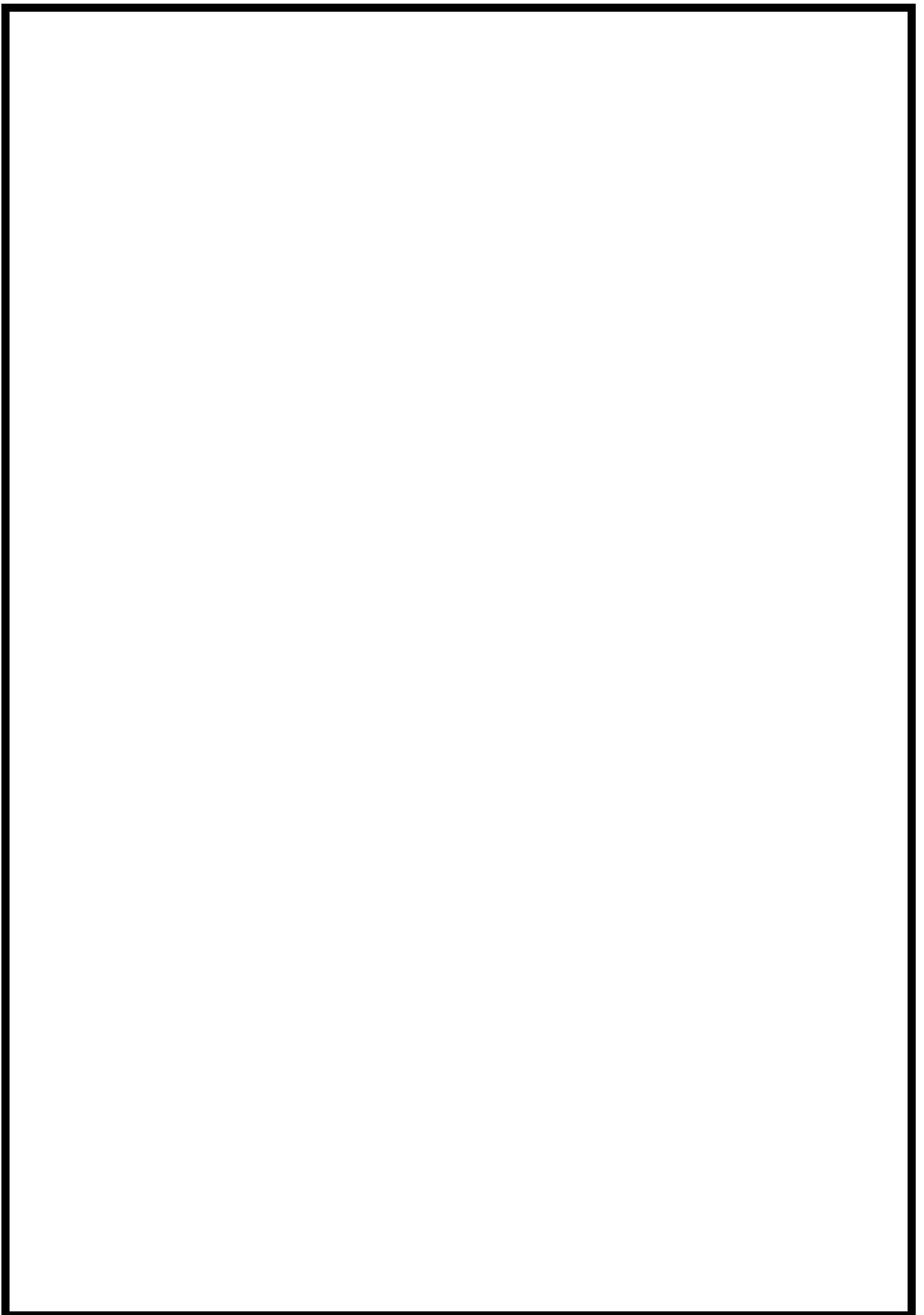
- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

If the allegation is substantiated and the person is dismissed or the person's services are no longer used, or the person resigns or otherwise ceases to provide his or her services, the designated officer will discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff, the case manager and personnel officer will discuss with the designated officer whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

### **Record keeping and references**

Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.



## **Safeguarding Pupils with SEND and Complex Needs**

Supreme Start School is a specialist SEN provision. We recognise that pupils with special educational needs and disabilities (SEND) are at greater risk of abuse and may face additional barriers to disclosing concerns or being heard. This section sets out how we safeguard pupils with SEND and complex needs.

### **Understanding Communication Needs**

Many of our pupils have communication difficulties and may use a range of methods to express themselves, including:

- Non-verbal communication (gesture, facial expression, body language)
- Augmentative and Alternative Communication (AAC) devices
- Sign language (e.g., Makaton, British Sign Language)
- Picture Exchange Communication System (PECS)
- Communication through behaviour (which may be the only way some pupils can indicate distress)
- Minimal verbal communication or echolalia

All staff are trained to recognise and respond to these communication methods in the context of safeguarding. Staff understand that a child's behaviour, presentation, or use of communication aids may be their way of communicating that something is wrong.

Children may choose to communicate their concerns directly with a member of staff or indirectly with a peer, using one of the communication strategies named above.

### **Recognising Abuse in Pupils with SEND**

Staff are vigilant to signs of abuse in pupils with SEND and understand that:

- Behavioural changes or regression may be an indicator of abuse, not solely a manifestation of disability.
- Changes in communication patterns, eating, sleeping, or toileting may indicate abuse or distress.
- Increased challenging behaviour, self-harm, or withdrawal may be a response to abuse.
- Physical indicators may be attributed to disability or accidents, when in fact they are signs of abuse.

- Pupils with SEND may be targeted by abusers who perceive them as more vulnerable or less likely to disclose.
- Assumptions must not be made that behaviour or indicators are "just part of their disability" without proper investigation.
- Parents should be aware that referrals can be made where there is suspected abuse or neglect by the school and that our concerns regarding a student will be shared. The school will always seek to share these concerns and the referral with parents first, unless to do so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to.

### **Intimate Care and Personal Care**

Some pupils require intimate or personal care (e.g., toileting, changing, feeding, administration of medication). These activities are managed in line with our Intimate Care Policy and safeguarding procedures:

- All intimate care is carried out by trained staff in designated areas.
- Care plans are in place for pupils requiring intimate care, agreed with parents/carers.
- Where possible, two members of staff are present during intimate care.
- Pupils are encouraged to do as much for themselves as possible, promoting dignity and independence.
- Any concerns about changes in behaviour, presentation, or injuries noticed during intimate care are recorded and reported to the DSL immediately.
- Staff follow safeguarding procedures if they have any concerns about a pupil's welfare during care routines.

### **Physical Intervention and Positive Handling**

Some pupils may require physical intervention or positive handling to keep themselves or others safe. This is managed in line with our Behaviour Policy and Physical Intervention Policy:

- Physical intervention is used only as a last resort and in line with each pupil's Positive Handling Plan.
- All incidents of physical intervention are recorded and reported to parents/carers and the Headteacher.
- Staff are trained in recognised positive handling techniques (e.g., Team Teach).

- Any injuries to pupils or staff during physical intervention are recorded and investigated.
- Regular review of physical intervention incidents is carried out to identify patterns and improve practice.
- If there are concerns that physical intervention has been used inappropriately or excessively, this is reported to the Headteacher as a safeguarding concern.

### **Multi-Agency Working for Pupils with SEND**

Our pupils often work with a range of health and therapy professionals. The DSL liaises closely with these professionals to ensure a coordinated approach to safeguarding:

- Speech and Language Therapists (SALT): sharing information about communication needs and changes
- Occupational Therapists (OT): sharing concerns about physical indicators, care needs, or sensory processing
- Educational Psychologists: consulting on behaviour, mental health, and trauma-informed approaches
- Paediatricians and other medical professionals: sharing safeguarding concerns and ensuring medical needs are met
- Social Workers: coordinating care for looked-after children and children with child protection plans

Information is shared appropriately with these professionals on a need-to-know basis and in line with data protection legislation and information sharing guidance.

## **Allegations and Concerns About Staff and Volunteers**

This section sets out the procedure to be followed when there is an allegation or concern that an adult working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside of school)

This procedure also applies to any concerns about supply staff, volunteers, contractors, or anyone else working with children in the school.

### **Staff Responsibilities**

- Report the concern to the Headteacher on the same day.
- If the allegation is about the Headteacher, report to the Organisation Safeguarding Officer (Mrs Jennifer Connah) instead.
- Do not investigate the allegation yourself.
- Do not discuss the allegation with the person concerned or with other staff members.
- Do not contact parents or children involved.
- Maintain confidentiality and only discuss the matter with those who need to know.
- If the DSL and deputies are not available, a staff member should not welfare and should consider speaking to another member of SLT or contact local children's social care for advice or to make a referral. Any such action should be shared with the DSL as soon as is practically possible.

### **Case Manager Responsibilities**

The Headteacher acts as the Case Manager for allegations. The Case Manager will:

- Lead any investigation, this will either be the headteacher, or where the headteacher is a subject of an allegation, the Chair of Governors or Proprietor will lead the investigation.
- Gather basic information about the allegation (without conducting a formal investigation).

- Contact the Local Authority Designated Officer (LADO) the same day to discuss the allegation and agree next steps.
- Follow the LADO's advice, which may include: no further action, internal investigation, referral to police, referral to Children's Social Care, or a combination of these.
- Not conduct any formal investigation until advice has been received from the LADO and/or police.
- Consider whether the individual should be suspended or moved to alternative duties pending investigation (following consultation with the LADO).
- Keep accurate, confidential records of all discussions, decisions, and actions taken.
- Inform the individual concerned about the allegation and process, following advice from the LADO.
- Ensure support is provided to all parties involved (the child, the staff member, witnesses).
- Keep the Head Office Safeguarding Board informed of serious allegations.
- Ensure that, where appropriate, a referral is made to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA).
- The investigation officer will also ensure that the welfare of the child is also a priority and that they will be supported on an individual basis.

### **Low-Level Concerns**

A low-level concern is any concern (no matter how small) that an adult working with children may have acted in a way that is inconsistent with the Staff Code of Conduct, but does not meet the threshold for an allegation as set out above.

Examples include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in one-to-one unobserved contact with a child without good reason
- Using inappropriate language or making inappropriate comments
- Behaving in a way that could be perceived as grooming

All low-level concerns must be reported to the Headteacher, who will record them and determine whether any action is required (e.g., conversation with the staff member, additional training, monitoring). Low-level concerns help to create and embed a culture of openness, trust, and transparency.

### **Children Missing from Education (CME)**

We also recognise that low or erratic attendance and Children Missing Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school or college, particularly repeatedly and/ or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

We know that early intervention is essential to help prevent the risks of a child going missing in the future. Our pastoral teams track attendance thoroughly, addressing concerns without delay and liaising with our Attendance Lead/ Education Welfare Officer (EWO) where needed.

We ensure that pupils who are expected to attend the school, but fail to take up the place or cannot be located, are referred to the local authority in line with local procedures and statutory guidance such as [Children Missing Education: statutory guidance for local authorities and schools](#) (DfE, 2025). In line with DfE statutory guidance (2025), the school will undertake appropriate reasonable enquiries to establish a child's whereabouts, working jointly with the local authority where required, before any referral or removal from roll takes place. The DSL will be aware of any students who may be considered CME and will work with the Attendance Lead/ Education Welfare Officer (EWO) to ensure any safeguarding concerns are reviewed, the advice of external agencies is sought, and local procedures are followed.

We also strongly encourage to supply us with two emergency contacts for their child, updating their contact details without delay if they are changed and share our procedures for how to notify the school of an absence with all parents. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

We acknowledge that the Supreme Start School retains safeguarding duty when placing pupils in Alternative Provision (AP).

## **Safer Recruitment**

Supreme Start School is committed to creating a culture of safer recruitment. We follow rigorous recruitment and vetting procedures to deter, reject, or identify people who might pose a risk to children.

- At least one member of every recruitment panel has completed safer recruitment training.
- All job advertisements and candidate information packs include a statement about our commitment to safeguarding.
- Application forms require a full employment history and explanations for any gaps.
- Shortlisted candidates are subject to proportionate online searches to identify any safeguarding or appropriateness concerns, with relevant findings recorded and discussed at interview.
- References are obtained before interview and are scrutinised for any safeguarding concerns.
- Face-to-face interviews include questions about safeguarding and working with children.
- Pre-employment checks are completed before any individual commences work, including: identity check, right to work in the UK, enhanced DBS check (including barred list check where appropriate), prohibition from teaching check (for teachers), check of professional qualifications, overseas checks (where applicable).
- All pre-employment checks are recorded on the Single Central Record (SCR).
- All staff, volunteers, and contractors receive safeguarding induction before working with children.
- Allegations of abuse made against teachers and other staff are dealt with in line with Part Four of KCSIE 2025.
- The school does not employ anyone who is barred from working with children or who is prohibited from teaching.

## **Training and Induction**

All staff receive:

- Safeguarding induction before working with children, including: this policy, the Staff Code of Conduct, Part One (or Annex A) of KCSIE 2025, the Behaviour Policy, Online Safety Policy, and identity of the DSL and deputies.
- Regular safeguarding training (at least annually), covering: signs and indicators of abuse, how to respond to disclosures, recording and reporting procedures, specific safeguarding issues (e.g., CSE, FGM, radicalisation), safeguarding pupils with SEND.
- Training which also covers online safety, which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. They will also be trained to understand that technology is a significant component in many safeguarding and wellbeing issues and the risks that young people face online.
- Regular updates (at least annually) on safeguarding developments via email, staff meetings, or briefings.
- Opportunities to refresh knowledge through KCSIE quizzes, case study discussions, or scenario-based training.
- An understanding of how to contact the local Early Help procedures and your role in this process.
- An understanding the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the safeguarding team with collecting information for enquiries or multi-agency meetings.
- Knowledge and understanding of how to make a report directly to the LADO where there is a conflict of interest.

The DSL and deputy DSLs receive:

- Formal DSL training (as set out in Annex C of KCSIE 2025) every two years.
- Regular updates (at least annually) on safeguarding developments and local procedures.
- Opportunities to attend local safeguarding partnership training and network meetings.

The Head Office Safeguarding Board receives:

- Safeguarding training at induction.
- Regular updates on safeguarding legislation, guidance, and local procedures.
- Training on safer recruitment (for those involved in recruitment).

## **Multi-Agency Working**

Supreme Start School recognises that safeguarding is everyone's responsibility and works in partnership with other agencies to safeguard and promote the welfare of children.

We work with:

- Oldham Children's Social Care: for referrals, assessments, and child protection work
- Early Help services: for early intervention and Team Around the Child (TAC) meetings
- Greater Manchester Police: for allegations, criminal investigations, and community safety
- Health services: including school nurses, paediatricians, and therapy services (SALT, OT)
- Oldham Safeguarding Children Partnership (OSCP): for multi-agency training, procedures, and reviews
- Local Authority Designated Officer (LADO): for allegations against staff and volunteers
- Prevent Lead: for concerns about radicalisation and extremism
- Virtual School: for looked-after children and previously looked-after children

The DSL attends multi-agency meetings (e.g., child protection conferences, core groups, TAC meetings) and ensures that the school's contribution is informed, timely, and child-focused. The DSL also ensures that actions agreed at multi-agency meetings are followed up and implemented.

## **Information Sharing and Record Keeping**

### **Information Sharing**

Information sharing is essential to effective safeguarding. The school shares information in line with the seven golden rules of information sharing (DfE 2018):

- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- Be open and honest with the child and, where appropriate, their parent/carer about why, what, how, and with whom information will be shared, unless to do so would place the child at risk.
- Seek advice if in doubt about sharing information.
- Share with consent where appropriate, but recognise that consent is not required if there is a safeguarding concern.
- Consider safety and wellbeing: base information sharing decisions on considerations of the child's safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely, and secure: ensure that the information shared is necessary, and share only what is required.
- Keep a record of the decision and reasons for sharing or not sharing information.
- Safeguarding records are retained at least until the child's 25th birthday (or longer where required by statutory guidance).
- Records are transferred securely and separately from the main file.

### **Record Keeping**

Accurate and detailed record keeping is essential to effective safeguarding. The school uses CPOMS to record all safeguarding concerns, actions, and decisions.

All safeguarding records:

- Are factual, accurate, and up to date.
- Use the child's own words where a disclosure has been made.
- Are stored securely on CPOMS and are only accessible to the DSL, deputy DSLs, and authorised staff.
- Are retained in line with data protection legislation and the school's Records Management Policy.
- Are transferred to a new school when a child leaves (sent separately from the main file and marked "Confidential -- For the Attention of the DSL").

- Are subject to regular audit and quality assurance by the DSL.

### **Monitoring and Review**

This policy is reviewed annually by the Headteacher, DSL, and Head Office Safeguarding Board or sooner if there is a change in legislation, statutory guidance, or as a result of an incident or safeguarding review.

The school monitors the effectiveness of this policy by:

- Regular analysis of safeguarding data and emerging themes by the DSL.
- Annual safeguarding audits and self-assessments.
- Feedback from staff, pupils, and parents.
- External reviews and inspections.
- Engagement with the local safeguarding partnership.

Any safeguarding concerns or incidents are reviewed to identify lessons learned and improve practice.

## **Appendix A: Types of Abuse and Specific Safeguarding Issues**

This appendix provides detailed information on the types of abuse and specific safeguarding issues that staff should be aware of. This list is not exhaustive, and staff should be alert to any safeguarding concerns.

### Online Safety

#### **Physical Abuse**

Physical abuse is deliberately physically hurting a child. It might involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators may include:

- Unexplained bruises, burns, fractures, or other injuries
- Injuries in unusual places or patterns
- Fear of going home or of particular adults
- Flinching when approached
- Reluctance to remove clothing (e.g., for PE)
- Wearing clothes to cover injuries

#### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving a 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, including interactions that are beyond their developmental capability, or overprotection and limitation of exploration and learning. It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), or causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators may include:

- Low self-esteem and lack of confidence

- Withdrawal or aggression
- Difficulty forming relationships
- Delayed development
- Self-harm or suicidal thoughts
- Fear of making mistakes

### **Sexual Abuse**

Sexual abuse involves forcing 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. This may involve physical contact or 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.

Indicators may include:

- Sexualised behaviour or language inappropriate for the child's age
- Sudden changes in behaviour
- Fear of particular adults or places
- Difficulty walking or sitting
- Urinary tract infections or sexually transmitted infections
- Self-harm, eating disorders, or depression

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve failing to provide adequate food, clothing, shelter, or medical care, or failing to protect a child from physical and emotional harm or danger, or failing to ensure access to appropriate education or care.

Indicators may include:

- Poor hygiene or appearance
- Inadequate or inappropriate clothing for the weather
- Frequent absence or lateness
- Untreated medical conditions
- Hunger or tiredness

- Low self-esteem
- Poor social relationships

**Child Criminal Exploitation (CCE):** where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late

**Child Sexual Exploitation (CSE):** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Indicators can be similar to the indicators of CCE, as well as:

- referring to older children or adults as 'boyfriends' or 'girlfriends'; and
- children who suffer from sexually transmitted infections or become pregnant.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator, and/or through violence or the threat of violence. CSE can occur online and offline.

### **FGM**

Teachers have a mandatory statutory duty to personally report known cases of Female Genital Mutilation (FGM) in girls under 18 to the Police via 101. This duty is mandatory and cannot be delegated to the DSL. The DSL must also be informed immediately.

### **Child Criminal Exploitation (CCE)**

CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into taking part in criminal activity

in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator, and/or through violence or the threat of violence. CCE can include county lines drug running, forced begging, theft, and other criminal activities.

### **Female Genital Mutilation (FGM)**

FGM is the partial or total removal of external female genitalia for non-medical reasons. It is illegal in the UK and a form of child abuse. Teachers have a mandatory duty to report known cases of FGM in under-18s to the police.

### **Forced Marriage**

A forced marriage is one entered into without the full and free consent of one or both parties, where duress is a factor. It is a form of child abuse and a serious abuse of human rights.

### **Radicalisation and Extremism**

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies. All staff have a duty under the Prevent strategy to identify pupils who may be vulnerable to radicalisation and to refer concerns via the DSL to the Channel programme or local Prevent lead.

As part of managing the risk of radicalisation, we have clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. In England, the Prevent duty complements schools' other responsibilities for ensuring that speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Child-on-child abuse**

In line with our strong commitment to safeguarding, at Supreme Start School, we believe that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.

Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour Policy.

This child-on-child abuse can include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting which is a criminal offence
- initiation-type violence and rituals

All the above are examples of abuse and should never be tolerated or passed off as “banter,” “just having a laugh”, “boys will be boys” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys perpetrators but all reports will be taken seriously. All concerns should be passed onto the DSL (or a deputy).

We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. Children can report any child-on-child abuse by contacting the NSPCC

The Department for Education (DfE) is expected to publish revised statutory guidance on Relationships, Sex and Health Education (RSHE) during the summer of 2025. Once this is published, we will review the guidance and update our curriculum and safeguarding policy accordingly.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child’s wishes into account and may include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children’s social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and our other pupils. All allegations of child-on-child abuse will be recorded in our safeguarding files.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

Supreme Start School recognises that some children and young people may feel worried about their own or someone else’s sexual thoughts or behaviours. In such cases, pupils can access confidential advice and support through the Lucy Faithfull Foundation’s Shore Space service: <https://www.shore.space>.

*We record these incidents in line with our normal record-keeping process. Staff must record their concern or the disclosure using XXXXXX.*

## **Mental Health**

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff are trained to identify pupils who may benefit from early help or specialist support and to work with the SENCO, DSL, and external agencies to provide appropriate intervention.

## **Domestic Abuse**

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other 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. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children and therefore children are now classified as victims and not merely witnesses where domestic abuse occurs. 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 child-on-child abuse 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.

### **Serious violence:**

Where children are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in

wellbeing, or signs of assault or unexplained injuries. There are a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Operation Encompass:**

The school is also part of Operation Encompass, a national initiative that ensures the police share information with the DSL about any domestic abuse incidents where a child has been present. This allows the DSL to provide timely support to the child by the start of the next school day.

## **Appendix B: Legislative Framework**

This policy operates in accordance with the following legislation and statutory guidance:

### **Legislation**

- Children Act 1989 (and 2004 amendment)
- Education Act 2002
- Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (and 2015 amendment)
- Counter-Terrorism and Security Act 2015
- Serious Violence Act 2024
- Childcare (Disqualification) Regulations 2018
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Equality Act 2010
- Voyeurism (Offences) Act 2019

### **Statutory Guidance**

- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and FCDO (2023) 'Multi-agency statutory guidance for dealing with forced marriage'

### **Non-Statutory Guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'

- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- DfE (2024) 'Working together to improve school attendance'

## Appendix C: Local Authority Contacts

This appendix provides contact details for key local authority services.

Organisation/Role	Name	Contact Details
LADO (Oldham)	Colette Morris Wendy Nicholls	Tel: 0161 770 0008 Email: colette.morris@oldham.gov.uk  Tel: 0161 770 0008 / 07974 619094 Email: wendy.nicholls@oldham.gov.uk
Oldham Children's Social Care (MASH)	Duty and Advice	Tel: 0161 770 7777 Email: child.mash@oldham.gov.uk  **Referrals only accepted by telephone**
Out-of-hours Social Care		Tel: 0161 770 6936 or Police 101 (999 in emergencies)
Safeguarding Advisor for Education (Oldham)	Stacey Brackenridge	Tel: 0161 770 8868 / 07753715566 Email: Stacey.brackenridge@oldham.gov.uk
Oldham Safeguarding Children Partnership (OSCP)	Jayne Haigh (Business Manager)	Email: Jayne.haigh@oldham.gov.uk OSCP.group@oldham.gov.uk
Prevent Lead (Oldham)	Lorraine Kenny	Email: Lorraine.kenny@oldham.gov.uk
Early Help (Oldham)	Various officers	North: 0161 234 1973 Central: 0161 234 1975 South: 0161 234 1977
NSPCC Helpline		Tel: 0808 800 5000 Email: help@nspcc.org.uk

## **Appendix D: Job Descriptions for Safeguarding Roles**

This appendix sets out the detailed job descriptions and responsibilities for key safeguarding roles at Supreme Start School.

### **Designated Safeguarding Lead (DSL)**

Post Title: Designated Safeguarding Lead

Responsible to: Head Office Safeguarding Board

Responsible for: All safeguarding and child protection matters across the school

### **Purpose of the Role**

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection throughout the school. This is a senior leadership position that requires the post holder to have the status and authority within the school management structure to carry out the duties of the role, including committing resources and supporting and directing other staff.

### **Key Responsibilities**

#### 1. Managing Referrals

- Refer cases of suspected abuse to Children's Social Care (MASH) as required.
- Support staff who make referrals to Children's Social Care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Refer cases to the Disclosure and Barring Service (DBS) where a person is dismissed or left due to risk/harm to a child.
- Refer cases to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed) due to unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction for a relevant offence.
- Liaise with the Local Authority Designated Officer (LADO) for child protection concerns involving staff.
- Liaise with the Headteacher to inform them of safeguarding issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice, and expertise for all staff.\

## 2. Working with Others

- Liaise with the three safeguarding partners (Local Authority, Police, and Health) and work with other agencies in line with Working Together to Safeguard Children 2023.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Headteacher and deputy DSLs to inform them of safeguarding issues.
- As required, liaise with case managers and the LADO for child protection concerns involving staff.
- Attend and/or contribute to multi-agency meetings, including child protection conferences, core groups, Team Around the Child (TAC) meetings, and strategy discussions.
- Ensure the school is represented at multi-agency meetings and that reports are submitted in advance.
- Liaise with the SENCO and therapy staff to ensure appropriate support for pupils with SEND who have safeguarding concerns.
- Work with parents and carers to ensure they are informed (where appropriate) and supported.
- Liaise with the Virtual School Head for looked-after children and previously looked-after children.

## 3. Information Sharing and Record Keeping

- Maintain accurate, detailed, and secure written records of safeguarding and child protection concerns using CPOMS.
- Ensure all safeguarding records are stored securely and are only accessible to those who need to see them.
- Ensure safeguarding records are transferred appropriately and securely when a child moves to a new school.
- Share information appropriately with staff, parents, and external agencies in line with information sharing guidance and data protection legislation.
- Keep the Headteacher informed of any significant safeguarding issues.
- Ensure confidentiality is maintained and information is shared on a need-to-know basis only.

- Maintain oversight of all safeguarding activity, including analysis of data and emerging themes to inform school improvement.

#### 4. Training and Awareness

- Undergo formal DSL training (as set out in Annex C of KCSIE 2025) every two years.
- Attend regular updates (at least annually) on safeguarding developments and local procedures.
- Ensure all staff receive safeguarding training during induction and at least annually thereafter.
- Ensure staff understand and can implement the school's safeguarding policies and procedures.
- Ensure staff are aware of signs of abuse and neglect and know how to respond to concerns.
- Promote educational outcomes by working closely with teachers to identify the challenges that children may face and the support they need.
- Ensure safeguarding is embedded in the curriculum and that pupils receive age-appropriate teaching about keeping safe.
- Prepare and deliver safeguarding updates to staff via briefings, emails, or staff meetings.

#### 5. Policy and Procedure

- Work with the Headteacher and Senior Leadership Team to review and update the Child Protection and Safeguarding Policy annually.
- Ensure the policy is available to parents and published on the school website.
- Ensure procedures are followed and that any deficiencies or weaknesses are remedied without delay.
- Monitor the effectiveness of safeguarding arrangements and report to the Head Office Safeguarding Board.
- Contribute to safeguarding audits and self-assessments.
- Ensure the school operates safer recruitment procedures and that all pre-employment checks are completed and recorded on the Single Central Record.

## 6. Specific Safeguarding Issues

- Understand and respond appropriately to specific safeguarding issues, including child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM), forced marriage, radicalisation, serious violence, and child-on-child abuse.
- Understand the specific safeguarding needs of pupils with SEND and ensure appropriate support is in place.
- Understand the risks of online safety and ensure the school has effective filtering and monitoring systems in place.
- Understand the safeguarding needs of looked-after children and previously looked-after children and work with the Virtual School Head.
- Recognise the importance of mental health in relation to safeguarding and work with the SENCO and external agencies to support pupils.

### **Person Specification**

- Member of the Senior Leadership Team
- Qualified Teacher Status (desirable)
- Excellent knowledge of safeguarding legislation, statutory guidance, and local procedures
- Strong communication and interpersonal skills
- Ability to work effectively with children, parents, staff, and external agencies
- Ability to manage sensitive and confidential information appropriately
- Excellent organisational and record-keeping skills
- Ability to make sound professional judgements about risk and need
- Commitment to ongoing professional development in safeguarding
- Understanding of the specific needs of pupils with SEND

## **Deputy Designated Safeguarding Lead (Deputy DSL)**

Post Title: Deputy Designated Safeguarding Lead

Responsible to: Headteacher and Head Office Safeguarding Board

Responsible for: Supporting the DSL in safeguarding and child protection matters; acting as DSL in their absence

### **Purpose of the Role**

The Deputy Designated Safeguarding Lead (Deputy DSL) supports the DSL in carrying out their safeguarding responsibilities and acts in the DSL's absence. Deputy DSLs are trained to the same standard as the DSL and are able to carry out all DSL functions when required.

### **Key Responsibilities**

The Deputy DSL has the same responsibilities as the DSL (as set out above) and is authorised to carry out all DSL functions in the absence of the DSL, including:

- Receiving and responding to safeguarding concerns from staff, pupils, parents, and external agencies.
- Making referrals to Children's Social Care, the police, and other agencies as appropriate.
- Attending multi-agency meetings (child protection conferences, core groups, TAC meetings) when the DSL is unavailable.
- Maintaining accurate and secure records of safeguarding concerns on CPOMS.
- Liaising with the LADO regarding allegations against staff when the Headteacher and DSL are unavailable.
- Supporting staff in managing safeguarding concerns and providing advice and guidance.
- Contributing to safeguarding training and awareness-raising for staff.
- Working with the DSL to monitor and evaluate the effectiveness of safeguarding arrangements.
- Deputising for the DSL at safeguarding meetings, training events, and network meetings.
- Supporting the DSL with administrative tasks, including updating records, policies, and procedures.

### **Additional Responsibilities**

- Work collaboratively with the DSL to ensure a consistent and coordinated approach to safeguarding across the school.
- Participate in regular supervision and case review meetings with the DSL.
- Contribute to the analysis of safeguarding data and emerging themes.
- Support the implementation of early help interventions and coordinate Team Around the Child (TAC) meetings when required.
- Maintain knowledge of current safeguarding legislation, guidance, and best practice through regular training and professional development.

### **Person Specification**

- Member of the Senior Leadership Team or experienced senior teacher
- Qualified Teacher Status (desirable)
- DSL training completed (as set out in Annex C of KCSIE 2025)
- Strong knowledge of safeguarding legislation, statutory guidance, and local procedures
- Excellent communication and interpersonal skills
- Ability to work effectively with children, parents, staff, and external agencies
- Ability to manage sensitive and confidential information appropriately
- Strong organisational and record-keeping skills
- Ability to make sound professional judgements about risk and need
- Commitment to ongoing professional development in safeguarding

## **Appendix E: Safeguarding Committee Structure and Governance**

Supreme Start School has established a robust safeguarding governance structure to ensure effective oversight, accountability, and continuous improvement in safeguarding practice. This appendix sets out the structure and functions of the School Safeguarding Committee and the Head Office Safeguarding Board.

### **School Safeguarding Committee**

#### **Purpose**

The School Safeguarding Committee provides strategic leadership and operational oversight of safeguarding arrangements at Supreme Start School. The Committee ensures that safeguarding is embedded in all aspects of school life and that the school meets its statutory duties under safeguarding legislation and guidance.

#### **Membership**

The School Safeguarding Committee comprises:

- President: Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead (Deputy DSL)
- Three Committee Members (appointed from teaching staff, support staff, or therapy professionals with safeguarding expertise)

All Committee members receive appropriate safeguarding training and have a good understanding of safeguarding legislation, guidance, and best practice.

#### **Roles and Responsibilities**

The School Safeguarding Committee is responsible for:

- Monitoring the implementation and effectiveness of the Child Protection and Safeguarding Policy.
- Reviewing safeguarding data, trends, and emerging themes on a termly basis.
- Ensuring that all staff receive appropriate safeguarding training and induction.
- Overseeing the management of safeguarding concerns, including complex cases and those requiring multi-agency working.
- Ensuring that the voice of the child is heard and that pupils are involved (where appropriate) in decisions about their safety and welfare.
- Reviewing and approving updates to safeguarding policies and procedures.

- Monitoring compliance with safer recruitment procedures and maintaining oversight of the Single Central Record (SCR).
- Identifying areas for improvement in safeguarding practice and implementing action plans.
- Liaising with the Head Office Safeguarding Board to ensure consistency and share best practice across the organisation.
- Preparing reports for the Head Office Safeguarding Board safeguarding activity and effectiveness.
- Ensuring that safeguarding is a standing agenda item at Senior Leadership Team meetings and staff meetings.
- Responding to recommendations from safeguarding audits, inspections, or serious case reviews.

### **Meetings**

The School Safeguarding Committee meets at least once per term (three times per academic year) with Head Office Safeguarding Board. Additional meetings may be convened in response to serious incidents, safeguarding reviews, or changes in legislation or guidance.

Meeting agendas typically include:

- Review of safeguarding activity since the last meeting (number of concerns, referrals, outcomes)
- Analysis of safeguarding data and emerging themes
- Updates on individual cases (anonymised where appropriate to maintain confidentiality)
- Feedback from multi-agency meetings and external agencies
- Staff training and development updates
- Policy and procedure reviews
- Safer recruitment and SCR compliance
- Feedback from pupils, parents, and staff
- Action plan progress and new actions required
- Liaison with Head Office Safeguarding Board

Minutes of Committee meetings are maintained securely and shared with all members.

## **Organisation Safeguarding Officer (Board-Level Safeguarding Lead)**

The Organisation Safeguarding Officer is a member of the Head Office Safeguarding Board and serves as the Board-level Safeguarding Lead.

The Organisation Safeguarding Officer reports directly to the Proprietor and provides independent strategic safeguarding oversight across all Supreme Start provisions.

This role does not replace the Designated Safeguarding Lead (DSL) within individual settings and does not undertake day-to-day safeguarding case management unless formally delegated in exceptional circumstances.

### **The Organisation Safeguarding Officer will:**

#### **Strategic Oversight and Governance**

- Provide safeguarding assurance directly to the Proprietor.
- Ensure safeguarding remains a standing item at Board level.
- Provide independent scrutiny of safeguarding arrangements across all settings.
- Advise the Proprietor on safeguarding risks and compliance matters.
- Escalate safeguarding concerns where necessary.

#### **Statutory Compliance Assurance**

- Monitor compliance with Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023.
- Ensure safeguarding policies are reviewed annually and updated in line with statutory guidance.
- Provide oversight of safer recruitment processes and Single Central Record compliance.
- Ensure appropriate systems are in place for managing allegations and low-level concerns.
- Seek assurance that filtering and monitoring systems meet DfE standards.

#### **Oversight of Allegations Involving Senior Leaders**

- Act as the escalation point for allegations concerning Headteachers, DSLs or other senior leaders.

- Liaise with the Local Authority Designated Officer (LADO) where required.
- Ensure that allegations are managed in line with statutory guidance and procedural fairness.
- Advise the Proprietor regarding precautionary or protective measures where appropriate.

### **Quality Assurance and Audit**

- Commission or oversee safeguarding audits across provisions.
- Review safeguarding data and emerging themes.
- Monitor implementation of safeguarding action plans.
- Ensure learning from serious incidents or safeguarding reviews is embedded into practice.

### **Multi-Agency and Regulatory Engagement**

- Engage with safeguarding partners where organisational-level input is required.
- Support settings during inspection or safeguarding review.
- Ensure cooperation with external safeguarding agencies.

The Organisation Safeguarding Officer has authority to request safeguarding assurance information from settings and to recommend remedial action where safeguarding weaknesses are identified.

### **Head Office Safeguarding Board**

#### **Purpose**

The Head Office Safeguarding Board provides strategic oversight and governance of safeguarding across all Supreme Start provision. The Board ensures consistency in safeguarding practice, compliance with statutory requirements, and continuous improvement across the organisation. Board reports formally to the Proprietor and provides strategic safeguarding assurance

#### **Membership**

The Head Office Safeguarding Board comprises:

- Chief Operating Officer (COO)
- Organisation Safeguarding Officer (Mrs Jennifer Connah) - advisory member
- HR Manager

The Board may co-opt additional members as required, including school DSLs, external safeguarding consultants, or representatives from partner agencies.

### **Roles and Responsibilities**

The Head Office Safeguarding Board is responsible for:

- Setting the strategic direction for safeguarding across all Supreme Start provision.
- Ensuring that all schools and settings have effective safeguarding policies, procedures, and practice in place.
- Monitoring compliance with safeguarding legislation, statutory guidance (including KCSIE 2025 and Working Together 2023), and organisational policies.
- Reviewing safeguarding performance data from all schools and settings to identify trends, good practice, and areas for improvement.
- Ensuring that sufficient resources are allocated to safeguarding, including staffing, training, and systems (e.g., CPOMS).
- Overseeing safer recruitment practices across the organisation, including DBS checks, online searches, and Single Central Record compliance.
- Providing support and guidance to school-level Safeguarding Committees.
- Commissioning and overseeing safeguarding audits and reviews.
- Responding to serious safeguarding incidents, including coordination with external agencies, media management, and lessons learned.
- Ensuring that all staff at all levels (including senior leaders, trustees, and directors) receive appropriate safeguarding training.
- Liaising with external agencies, including local safeguarding partnerships, Ofsted, and regulatory bodies.
- Maintaining oversight of allegations against staff across the organisation and ensuring appropriate liaison with the LADO and other agencies.
- Promoting a culture of safeguarding excellence and continuous improvement.
- Reporting to the Head Office Safeguarding Board on safeguarding activity, performance, and compliance.

- Ensuring that the voice of children and young people informs safeguarding practice and improvement.

### **Meetings**

The Head Office Safeguarding Board meets at least once per term (three times per academic year). Additional meetings may be convened in response to serious incidents, regulatory inspections, or significant changes in safeguarding legislation or guidance.

Meeting agendas typically include:

- Review of safeguarding activity across all schools and settings
- Analysis of organisational safeguarding data and emerging themes
- Reports from School Safeguarding Committees
- Safer recruitment and Single Central Record compliance
- Safeguarding training and development updates
- Policy and procedure reviews (including annual review of Child Protection and Safeguarding Policy)
- Safeguarding audit findings and action plans
- Allegations against staff and LADO liaison
- Regulatory compliance and inspection readiness
- Risk assessment and mitigation
- Resource allocation and budget
- External agency liaison and partnership working

Minutes of Board meetings are maintained securely and shared with Head Office Safeguarding Board and relevant school-level Safeguarding Committees

### **Safeguarding Governance Structure**

The following table illustrates the relationship between the different levels of safeguarding governance at Supreme Start:

<b>Level</b>	<b>Body</b>	<b>Key Functions</b>
Strategic	Head Office Safeguarding Board  (COO, HR Manager, Organisation Safeguarding Officer)	<ul style="list-style-type: none"> <li>• Strategic direction</li> <li>• Policy approval</li> <li>• Resource allocation</li> <li>• Organisational</li> </ul>

		compliance <ul style="list-style-type: none"> <li>• Audit and review</li> <li>• Serious incident response</li> </ul>
Operational	School Safeguarding Committee  (President: DSL, Headteacher, Deputy DSL, 3 Committee Members)	<ul style="list-style-type: none"> <li>• Policy implementation</li> <li>• Case management oversight</li> <li>• Staff training</li> <li>• Data monitoring</li> <li>• Multi-agency working</li> <li>• Continuous improvement</li> </ul>
Day-to-Day	DSL and Deputy DSL	<ul style="list-style-type: none"> <li>• Receive and respond to concerns</li> <li>• Make referrals</li> <li>• Record keeping</li> <li>• Support staff</li> <li>• Liaise with agencies</li> <li>• Case management</li> </ul>

### **Accountability and Reporting Lines**

The safeguarding governance structure operates with clear accountability and reporting lines:

- The DSL reports to the Head Office Safeguarding Board on safeguarding matters.
- Deputy DSL and the School Safeguarding Committee reports to the Headteacher and Head Office Safeguarding Board.
- The Headteacher has overall responsibility for safeguarding at the school level and reports to the Head Office Safeguarding Board
- The Organisation Safeguarding Officer (Mrs Jennifer Connah) provides oversight and coordination across the organisation and supports both the School Safeguarding Committee and Head Office Safeguarding Board.

- All safeguarding concerns, including allegations against staff, are escalated appropriately through these structures and to external agencies (LADO, Children's Social Care, Police) as required.

### **Review and Continuous Improvement**

Both the School Safeguarding Committee and the Head Office Safeguarding Board are committed to continuous improvement in safeguarding practice. This is achieved through:

- Regular review of safeguarding data and performance indicators
- Annual safeguarding audits (internal and external)
- Feedback from staff, pupils, parents, and external agencies
- Learning from serious case reviews and safeguarding practice reviews
- Engagement with local safeguarding partnerships and national developments
- Regular training and professional development for all safeguarding leads and committee members
- Action planning and monitoring of progress against improvement priorities

## **Appendix F: The Seven Rs Framework for Responding to Disclosures**

The Seven Rs is a structured framework that guides staff through the process of responding appropriately when a child makes a disclosure or raises a safeguarding concern. This framework ensures that staff respond in a way that supports the child, maintains the integrity of any subsequent investigation, and ensures appropriate action is taken.

All staff should be familiar with the Seven Rs and use this framework when responding to disclosures or concerns.

### **1. Receive**

When a child begins to share information or make a disclosure:

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously. Do not dismiss or minimise the child's concerns.
- Allow the child to speak freely in their own words, at their own pace.
- Do not interrupt or prompt the child with questions.
- Maintain a calm, supportive, and reassuring presence.
- Be aware of non-verbal communication, both yours and the child's.
- For pupils with SEND: be patient and allow additional time; use the child's preferred communication method (verbal, non-verbal, AAC, signs, drawings, etc.); observe behaviour and body language carefully.
- Make a mental or brief note of what has been said as soon as practicable (detailed recording comes later).

### **2. Reassure**

Reassure the child appropriately:

DO say:

- Tell the child: "I believe you"
- Tell the child: "I am glad you told me"
- Tell the child: "I am sorry this has happened to you"
- Tell the child: "We are going to do something together to get help"
- Tell the child: "It is not your fault"
- Acknowledge how difficult it must have been for them to tell you.
- Reassure them that they have done the right thing by telling you.

**DO NOT:**

- Do NOT promise confidentiality. Explain that you will need to share the information with people who can help keep them safe.
- Do NOT make promises you may not be able to keep, such as "I'll stay with you" or "Everything will be alright now" or "This will all be sorted out quickly".
- Do NOT promise that the alleged perpetrator will be punished or removed.
- Do NOT promise outcomes that are outside your control.

**3. Respond**

Respond appropriately to establish whether you need to refer the matter:

**DO:**

- Respond to the child only as far as necessary to establish the basic facts and determine if referral is needed.
- Use open questions such as "Can you tell me what happened?" or "Is there anything else you want to tell me?"
- Clarify anything you do not understand using the child's own words.
- Allow the child to use their own words and terminology (including "pet words" for body parts).

**DO NOT:**

- Do NOT interrogate the child or press for details beyond what they volunteer.
- Do NOT ask leading questions such as "Did he touch your private parts?" or "Did she hurt you?" These questions may invalidate evidence in any later prosecution.
- Do NOT ask "Why?" questions, such as "Why did you go there?" or "Why didn't you tell someone sooner?" These can make the child feel blamed.
- Do NOT criticise the alleged perpetrator. The child may care about them, and reconciliation may be possible.
- Do NOT investigate yourself or conduct your own enquiry.
- Do NOT ask the child to repeat their disclosure to another member of staff. Explain what you have to do next and who you have to talk to.
- Do NOT discuss the matter with parents/carers without first consulting the DSL (unless advised to do so by the DSL).
- Do NOT contact the alleged perpetrator.

#### **4. Report**

Report the disclosure or concern immediately:

- Share concerns with the DSL as soon as possible - the same day.
- If you cannot contact the DSL, speak to the Deputy DSL.
- If you cannot contact any of the above and the child is at risk of immediate harm, contact Children's Social Care (MASH on 0161 770 7777) or the Police (999) immediately.
- Do not delay reporting in order to gather more information.
- Pass on your written record (see below) to the DSL as soon as possible.
- Follow up to ensure the DSL has received your report and is taking action.

#### **5. Record**

Make an accurate, detailed record of the disclosure or concern:

- If possible, make brief notes during or immediately after the disclosure.
- Record the information on CPOMS as soon as possible the same day.
- Keep your original handwritten notes (if any) on file - do not destroy them.
- Record the date, time, and location of the disclosure.
- Record who was present.
- Record exactly what the child said, using their own words. Use quotation marks for direct quotes.
- If the child uses sexual "pet words" or slang, record the actual words used rather than translating them into "proper" words.
- Record observable facts (what you saw, heard, or were told), not your interpretations or assumptions.
- Note the child's demeanour, emotional state, and any non-verbal behaviour.
- If there are visible injuries, describe them factually and complete a body map. Do not ask the child to remove clothing to show you injuries.
- For pupils with SEND: note the child's communication method, any AAC used, behaviour observed, and context.
- Sign and date your record.
- Share your record with the DSL immediately.

Remember: Your record may be used in legal proceedings or safeguarding investigations, so accuracy and detail are essential.

## **6. Remember**

Remember your ongoing responsibilities:

- Support the child: continue to be available, listen, and reassure them.
- Maintain confidentiality. Share information only with the DSL and those who need to know (on a need-to-know basis).
- Do not discuss the disclosure with colleagues, other pupils, parents (unless advised by DSL), or anyone outside the school.
- Be mindful of the child's ongoing needs and wellbeing. Monitor and report any changes in behaviour or presentation.
- Seek support for yourself if needed. Dealing with disclosures can be emotionally challenging. Speak to the DSL, Headteacher, or access staff support services.
- Do not conduct your own investigation or follow-up enquiries.
- Continue to treat the child normally and maintain professional boundaries.
- Be aware that the child may retract their disclosure or change their account. If this happens, record it and inform the DSL immediately.
- Understand that outcomes may not be immediate, and safeguarding processes can take time.

## **7. Review (Led by DSL)**

The DSL will review the process and outcomes to ensure continuous improvement in safeguarding practice:

- Has the action taken provided good outcomes for the child?
- Did the procedure work effectively?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required for staff?
- What lessons can be learned to improve future responses?
- Have all relevant agencies been involved and informed appropriately?
- Is the child safe and receiving appropriate support?
- Are there any implications for other children or wider school practice?

### **Quick Reference: The Seven Rs**

For quick reference, the Seven Rs are:

- **RECEIVE** - Listen carefully without shock or disbelief
- **REASSURE** - Reassure appropriately, but don't make promises you can't keep
- **RESPOND** - Use open questions, don't interrogate or lead
- **REPORT** - Share with DSL immediately, same day
- **RECORD** - Make accurate, detailed records using the child's words
- **REMEMBER** - Maintain confidentiality, support the child, seek support for yourself
- **REVIEW** - DSL reviews process and outcomes for continuous improvement

This framework should be used alongside the procedures set out in the main body of this policy, particularly the "When a Staff Member Has a Concern About a Child" section.

**--- End of Policy ---**