



Child Protection and Safeguarding Policy

Version	Date	Author	Changes
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 amended policy sections and legislation
1.3	17th March 2026	R Martin	Revised following review from external safeguarding audit and recommendations
1.4	1st September 2026	R Martin	Amendments to guidance across the document owing to the release of KCSIE 2026.

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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).

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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	17th March 2026	R Martin	Minor changes to support external review commentary	Reviewed by Judicium Education Safeguarding Auditor
1.4	1st September 2026	R Martin	Full document changes owing to new KCSIE guidance	

Key Safeguarding Contacts

Name	Role	Contact Details
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
Miss Amy Brigdale	Deputy Headteacher and Deputy Designated Safeguarding Lead	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:

- Immediately inform the DSL or, in their absence, a deputy DSL, Member of Head Office Safeguarding Board or Proprietor
- 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.
- Do not promise confidentiality to the child. Explain you will share the information with people who can help keep them safe.
- Do not investigate, question the child in detail, or speak to parents yourself unless the DSL asks you to.
- 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:
 - Listen calmly and take them seriously. Allow them to communicate in their own way (verbal, non-verbal, using AAC, signs, or other communication methods).
 - Reassure them they have done the right thing by telling you.
 - Do not make promises you cannot keep (such as promising to keep it secret).
 - Do not ask leading questions or press for details beyond what the child volunteers.
- 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:
 - Report the concern the same day to the Headteacher
 - If the concern is about the Headteacher, report to the Organisation Safeguarding Officer (Mrs Jennifer Connah) instead or Head Office Safeguarding Board.
 - Do not question the adult or discuss the allegation with others.
 - The Headteacher/Case Manager will consult the Local Authority Designated Officer (LADO) before any internal action is taken.
- All concerns, including low-level concerns that do not meet the allegations threshold, must be reported.
- 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\nEmail: mash@oldham.gov.uk
Out of Hours Emergency Duty Team	Tel: 0161 770 6936
Local Authority Designated Officer (LADO)	Tel: 0161 770 8870\nEmail: lado@oldham.gov.uk

Oldham Safeguarding Children Partnership (OSCP)	Tel: 0161 770 1213\nWebsite: www.oldhamsafeguarding.org
Family Help Support Services	North Hub: 0161 234 1973\nCentral Hub: 0161 234 1975\nSouth Hub: 0161 234 1977
Complex Safeguarding Hub Advice Line	Tel: 0161 226 4196
Prevent Education Officer	Email: prevent@oldham.gov.uk \nTel: 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: prevent@gmp.police.uk / Tel: 101
Channel Helpline	Tel: 020 7340 7264
DfE Dedicated Telephone Helpline	Tel: 020 7340 7264 / Email: counter.extremism@education.gov.uk
Anti-Terrorist Hotline	Tel: 0800 789 321
CEOP (Child Exploitation and Online Protection)	Report online: www.ceop.police.uk/safety-centre
Modern Slavery Helpline	Tel: 0800 0121 700
FGM Helpline	Tel: 0800 028 3550 / Email: fgmhelp@nspcc.org.uk
NSPCC Report Abuse in Education Helpline	Tel: 0800 136 663 / Email: help@nspcc.org.uk
Teaching Regulation Agency	Tel: 020 7593 5393 / Email: misconduct.teacher@education.gov.uk

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 2026, 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

- Creating a culture where children feel safe in school and minimising the risk of all forms of abuse.

We recognise the importance of taking proactive action to minimise the risk of any form of abuse, neglect and exploitation irrespective of from whom and where this comes from, including child-on-child abuse. Creating a supportive environment where children can feel confident in reporting incidents is key to our safeguarding culture in Supreme Start School.

We expect all staff to:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ensure pupils and parents/families are able to easily and confidently report abuse using our reporting systems – on the school website (which can be anonymised, if required, through the DSL, DDSL and any other trusted adult in school, directly to the Proprietor, in writing, verbally or any other method of communication that is deemed appropriate for the needs of our community.
- reassure victims that they are being taken seriously
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems in the school or elsewhere that could be addressed by us updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with our safeguarding partners
- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, and alleged perpetrator(s) and any witnesses are not bullied or harassed
- consider intra-familial harms (adults close to the child and family) and any necessary support for siblings following a report of sexual violence and/or harassment.

Our staff are trained to understand:

- how to recognise the signs of child-on-child abuse, and know how to identify it and respond to reports
- even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an open mind and attitude of “it could happen here”
- if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told; and always speak to the DSL should they be unclear

Children may not always make a direct disclosure and therefore they must be aware that:

- children can show signs or act in ways they hope adults will notice and react to; it may be that their difficulties emerge from behaviour when they do not have the language to express themselves

- a friend of the child may share information to a staff member or make comments; professionally curiosity is key, do not fear exploring the information and asking open ended questions
- staff overhear a conversation between children
- a child's behaviour may change suddenly with no clear reason or precipitating event that might offer some explanation
- some children can face additional barriers to telling someone, for example they have a disability, special educational need, age gender, ethnicity and/or sexual orientation etc.
- one child's concerning/abusive behaviour towards another could be an indicator of that child having been harmed themselves.

If a child makes a disclosure to a member of staff or volunteer

All staff are aware they should always be prepared as children can disclose spontaneously to anyone anywhere.

We understand the importance that all children should feel heard and understood.

Therefore, designated safeguarding leads (and deputies) ensure the school:

- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understands the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Supreme Start School is situated within Oldham which has a rich and diverse population. We cannot, and do not, assume that all children and their families have the ability, understanding, language and resilience to convey any difficulties they may experience. It is key to our school ethos to recognise the needs of children and their families and to recognise and provide support where English may not be their first language and/or the children or family members have special educational needs; and without doing so may impede their ability to represent their voice, wishes and feelings.

We also understand the 'voice of the child' is a phrase that is used to describe the real involvement of children and young people. It does not only refer to what children say directly but it refers to many other aspects of their presentation. It means seeing their experiences from their point of view and taking into account the child's daily lived experience.

Staff will use the acronym 'VOICE' when working with a child or young person:

Value the views and opinions of children by listening to them
Open, friendly and non-judgemental in our engagement, developing trusting relationships
Involve children in the planning, design and delivery of services
Communication through a wide range of methods in a manner that is understood

Ensure that views are captured through different mediums so that children and young people know that we take the approach 'nothing about me, without me'.

All staff know that we place the voice of children at the centre of everything we do and endeavour to place their best interests at heart. We ensure we know who our children are, staff are encouraged to be curious by speaking and listening to children whilst respecting any protected characteristics. We hope our children have confidence and trust in our staff, believing they will be taken seriously and be supported with their issues or concerns sensitively.

Staff also know that children may not always feel ready or know how to tell someone that they are being abused, neglected or exploited and do not always recognise their experiences as harmful. At Supreme Start School, If staff have a concern about a child, they follow the school's procedures for reporting concerns. These procedures are reflected in the flowchart in Appendix B.

Staff recognise that a child or young person may seek a trusted adult out to share information about abuse or neglect or talk spontaneously individually or in a group when a member of staff is present. In these situations, staff know that they need to:

Listen to children by:

- showing patience regardless of a child's age as we know they can find it hard to find the words to express themselves
- encouraging children to tell their account in their own words
- avoiding the use of leading questions or suggesting what may have happened, instead we maintain genuine curiosity, and only ask open-ended questions/prompts
- giving the child the necessary time needed to give them a voice and ensure they are listened to without being judged
- Reassure children by:
- making sure a child does not feel they are in trouble and that they have done the right thing in speaking to staff
- we let a child know it is not their fault as children are often made to feel blame by those harming them
- never promising confidentiality and being transparent about our obligations to share information if we are concerned that they are at risk of harm
- helping children to understand how we plan to support them and their family and let them know what action we will need to take next to support them.
- It is important that staff are sensitive to giving children with additional needs a 'voice'. Therefore, staff need to be aware of subtle indicators of abuse and neglect, especially where children have complex needs or multiple disabilities. Research and national guidance make it clear that for some children it is not yet possible to proscribe techniques for communicating about possible harm that they have experienced, that are reliable and evidentially safe. We should be mindful of the following when seeking to give children with additional needs and disabilities a 'voice'.
- if possible, involve someone that knows the young person well and who has a good overview of their level of understanding so that they can communicate with them

- think about the environment where the disclosure is taking place or where the child is based if you are carrying out direct work to ascertain what has happened.
- Unfamiliar, noisy or busy places create added distractions and/or anxiety
- more time may be needed for any prompts, questions or information to be processed
- language and symbols need to be clear and specific as possible. Questions or prompts shouldn't be rephrased for any questions that you need to ask to find out the child's lived experience to understand the harm or risk they have been exposed to
- if you are able to, use visual supports to help reinforce what you are saying or to help when asking questions. This could be symbols or a communication systems (Widgets or Picture Exchange Communication System), pictures, writing or other tools that a child uses to communicate with others

Professional curiosity

Staff recognise their responsibility to remain vigilant and to monitor children who may be at risk or who are experiencing neglect closely and holistically. For example, at lunchtime, before and after school as well as in the classroom.

Professional curiosity is about enquiring more deeply, using proactive questioning and challenge. Staff will use their skills to understand what is happening within a family rather than making assumptions or accepting things at face value. We acknowledge that curious professionals engage with individuals and families through visits, conversations, observations and asking relevant questions to gather historical and current information. This does mean potentially asking difficult and challenging questions with parents and other professionals involved with the family.

Professional curiosity is key to safeguarding children and young people and staff at Supreme Start School receive training to triangulate information that they receive, seek independent confirmation of individual accounts and evaluate the details provided from a range of sources. Staff also know that the child is the key focus and is the centre of every decision made and action taken. They focus on the need, voice and lived experience of the child and family.

Definitions:

All staff at Supreme Start school are expected to be familiar with the wide range of policies and procedures we have to keep our children safe and promote their wellbeing at all times.

Safeguarding as defined in Keeping Children Safe in Education, means:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online

- preventing impairment of children's mental and physical health or development ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children (2023) further extends this definition to include:

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

Family Help:

Family Help (replacing Early Help in 2026) means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life and applies to any problem or need that the family cannot deal with or meet on their own.

Child in Need:

Under the Children Act 1989, local authorities are under a general duty to provide services for children in need for the purposes of safeguarding and promoting their welfare. A child in need is defined under section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. To fulfil this duty, practitioners undertake assessments of the needs of individual children, giving due regard to a child's age and understanding when determining what, if any, services to provide.

Child Protection:

Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse, neglect, and exploitation whether this is taking place in person or online, inside or outside of the child's home. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Schools are required to cooperate with children's social care when carrying their inquiries and therefore we have a duty to share information when requested to do so.

Significant Harm is the threshold for a child protection response to support and or protect children. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing

someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant.' The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

Children, Young People and Families Referral provides a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child. Oldham have created these advice [referral toolkits](#) as part of our commitment to work with a resident focus. They are for everyone to use – residents, elected members, staff, and partners.

Multi Agency Safeguarding Hub (MASH) is a fully integrated multi-agency team which involves key safeguarding agencies including professionals from social care, police, health and education. These agencies work together to identify the need of children and their families and signpost to the appropriate agency or resources where threshold is met. The main aim of a MASH is to improve the quality of information sharing when making decisions between agencies at the earliest opportunity.

Children in Care:

A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a [Kinship Care Strategy](#) to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies. Oldham have also set out their [Kinship offer](#).

These arrangements can be known as either family and friends care or private fostering.

- Family and Friends Carers: If you are a grandparent, aunt, uncle, brother, sister, or family friend looking after a child who cannot be cared for by their birth parents, you are known as a family and friends carer. Sometimes these carers will be given Parental Responsibility for the children through a Child Arrangements or Special Guardianship Order.
- Private Fostering: You are a private foster carer if you are not a close relative and you are looking after a child who is under 16 (or under 18 if they are disabled) for more than 28 days in a row.

Victim:

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s):

Widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children and their parents and carers) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

Equality Statement, Children with Protected Characteristics:

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Supreme Start School we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, which can include:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)

- disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- a disabled child's understanding of abuse
- lack of choice/participation.

Children Looked After (CLA)

The most common reason for a child to become looked after is because of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- appointment of a Designated Teacher (DT) for Children in Care
- appropriate staff made aware of a child's looked after status
- ensure that necessary staff have the skills, knowledge and understanding of the child's needs
- ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

Children with a Social Worker

Virtual School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- children in care,
- children previously in care; and
- children with a social worker – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

The statutory guidance on [Promoting the education of looked after and previously looked after children](#) contains further information on the roles and responsibilities of Virtual School Headteachers.

In line with [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](#) this has been extended to include:

- children who have previously had a social worker – the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 to 18; and
- children in kinship care arrangements - this means any friend or family member, who is not a child's parent but raising them for a significant amount of the time, either as a temporary or permanent arrangement.

Supreme Start School ensures that our Designated Teacher has the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements in collaboration with our Designated Safeguarding Lead which includes:

- working closely with virtual school heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans
- collaborating with the virtual school heads to also promote the educational achievement of children previously in care.

Children who are absent from education

Children who are absent from education, particularly those who are persistently or severely absent, or who go missing from education, can be at increased risk of a range of safeguarding concerns, including neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), domestic abuse, mental health concerns, forced marriage, female genital mutilation (FGM), radicalisation and involvement in county lines. A child's unexplained or prolonged absence from school may be an indicator that they are at risk of harm or in need of additional support.

At Supreme Start School, we recognise that improving attendance is a safeguarding priority and that identifying the underlying causes of absence requires a child-centred, multi-agency approach. Our procedures for managing attendance, persistent absence, severe absence and Children Missing Education (CME) are detailed within the school's Attendance Policy. The Attendance Policy reflects the statutory guidance [Working Together to Improve School Attendance](#) and sets out how the school works in partnership with parents, the Local Authority and other agencies to identify barriers to attendance, provide early support and fulfil our safeguarding responsibilities where absence indicates a child may be at risk of harm.

The school also follows the statutory guidance [Children Missing Education](#), ensuring that all reasonable enquiries are made to establish the whereabouts of children who leave the school roll or fail to attend, and that timely referrals are made to the Local Authority where a child is identified as missing education.

Elective Home Education (EHE)

We recognise that many children who are electively home educated receive a suitable education and have positive learning experiences. We respect the right of parents to choose elective home education where this is in the best interests of their child and enables them to fulfil their duty to provide an efficient, full-time education suitable to the child's age, ability, aptitude and any special educational needs.

However, we also recognise that elective home education may, in some circumstances, reduce a child's visibility to the services that help to safeguard and promote their welfare. For some children, it may result in them not receiving a suitable education or increase the risk that safeguarding concerns go unidentified.

Therefore, where a parent expresses an intention to remove their child from roll in order to educate them at home, Supreme Start School will work collaboratively with parents, the Local Authority and other relevant professionals to ensure that the decision is made in the child's best interests and that any safeguarding concerns are appropriately considered. The

school will follow local authority procedures and statutory guidance relating to Elective Home Education, including making appropriate referrals and sharing relevant information where there are safeguarding concerns or where this is necessary to support the child's welfare.

Where a child is subject to a Child Protection Plan, is a Child in Need, has an Education, Health and Care (EHC) Plan, or there are existing safeguarding concerns, the school will ensure that relevant agencies are informed promptly and that appropriate multi-agency discussions take place before the child is removed from roll, in accordance with statutory guidance.

Children requiring mental health support

At Supreme Start School, we recognise that promoting positive mental health and emotional wellbeing is fundamental to safeguarding and enables children to achieve, thrive and reach their full potential. We are committed to fostering a whole-school approach that promotes resilience, positive relationships and emotional wellbeing for all pupils.

We recognise that, whilst mental health problems are not in themselves safeguarding concerns, they can, in some cases, become safeguarding concerns or be an indicator that a child has experienced, or is at risk of experiencing, abuse, neglect, exploitation or other adverse childhood experiences. This may include concerns relating to self-harm, eating disorders, suicidal ideation or suicide.

All staff have a responsibility to promote positive mental wellbeing, identify pupils who may be experiencing emotional or mental health difficulties, and respond appropriately to concerns. Staff are expected to:

- promote positive mental health and emotional wellbeing through the curriculum and wider school ethos;
- remain vigilant to changes in a pupil's presentation, behaviour, attendance or engagement that may indicate emerging mental health concerns;
- provide appropriate early support and identify pupils who may benefit from targeted intervention;
- share concerns promptly with the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with the school's safeguarding procedures; and
- work collaboratively with parents, carers and partner agencies to ensure pupils receive the support they need.

Staff should not attempt to diagnose mental health conditions. Where concerns arise, they should record and report these in line with the school's safeguarding procedures so that appropriate assessment and support can be arranged. The Designated Safeguarding Lead (or Deputy DSL) will consider, where appropriate, whether parents or carers should be informed of concerns relating to their child's mental health and wellbeing, unless doing so would place the child at increased risk of harm.

The school has a Senior Mental Health Lead who supports the development of a whole-school approach to mental health and emotional wellbeing. The Senior Mental Health Lead works alongside the safeguarding team to coordinate early intervention, develop staff awareness and ensure pupils are able to access appropriate support.

Where additional support is required, the school will work in partnership with parents, the Mental Health Support Team (MHST), health professionals, Children's Services and other specialist agencies to ensure children receive timely and appropriate intervention. The school also signposts families to local and national mental health services where appropriate.

Mental health and wellbeing are promoted through the curriculum, including Personal, Social, Health and Economic (PSHE) education, Relationships, Sex and Health Education (RSHE), pastoral support and wider wellbeing initiatives. The school is committed to creating a safe, inclusive and nurturing environment where pupils feel able to seek help, talk about their worries and access support at the earliest opportunity.

Safeguarding children with medical conditions

At Supreme Start School, we recognise that children with medical conditions, including allergies, may be more vulnerable and require additional support to ensure their health, safety and wellbeing. We are committed to ensuring that all pupils with medical needs are fully supported to access education safely and are not placed at unnecessary risk.

The school complies with the statutory guidance Supporting Pupils at School with Medical Conditions and Allergy Safety in Schools, ensuring that appropriate arrangements are in place to meet pupils' medical needs. Individual Healthcare Plans (IHPs) are developed where appropriate in partnership with parents, healthcare professionals and, where suitable, the child. The school also has a separate Allergy Policy, which sets out the procedures for preventing, managing and responding to allergic reactions, including the administration of adrenaline auto-injectors and the requirements of Benedict's Law. All relevant staff receive appropriate training to enable them to support pupils with medical conditions safely, including the administration of prescribed medication and the use of emergency medication where required. The school ensures that emergency procedures are understood and practised where appropriate.

Whilst an incident relating to the management of a child's medical condition, including an allergy, would not automatically constitute a safeguarding concern, staff should remain professionally curious where incidents indicate that a child may be at increased risk of harm. This may include situations where:

- essential medical information has not been shared with the school;
- a child is repeatedly sent to school without essential medication or medical equipment;
- parents or carers repeatedly fail to engage with medical advice or agreed healthcare plans;
- there are concerns that a child's medical needs are not being consistently met; or
- a child's medical condition may be placing them at increased risk of neglect, abuse or exploitation.

Where concerns arise that a child's medical needs are not being appropriately met, staff must report these immediately to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures. The DSL will consider whether the concerns indicate that the child may be suffering, or is at risk of suffering, significant harm and whether a referral to Children's Social Care or other agencies is required.

The school promotes a whole-school approach to supporting children with medical conditions, recognising that effective communication, partnership working with families and health professionals, and timely information sharing are essential to safeguarding children's health, wellbeing and educational outcomes. Further information is provided in the statutory guidance [Pupils at School with Medical Conditions](#) and [Allergy safety in schools](#).

Children who are lesbian, gay or bisexual

At Supreme Start School, we recognise that a child or young person being lesbian, gay or bisexual is not, in itself, a safeguarding concern or risk factor for harm. However, we also recognise that children who are lesbian, gay or bisexual, or who are perceived by others to be lesbian, gay or bisexual, may be more vulnerable to discriminatory language, prejudice, bullying, harassment and social isolation.

The school is committed to creating a safe, inclusive and respectful environment where all pupils are treated with dignity and respect. Discriminatory behaviour, including homophobic or biphobic language, bullying or harassment, will not be tolerated and will be addressed promptly in accordance with the school's Behaviour Policy and Anti-Bullying Policy. All staff are expected to remain vigilant to any indicators that a child may be experiencing bullying or discrimination because of their actual or perceived sexual orientation. Concerns should be recorded and reported in line with the school's safeguarding procedures so that appropriate support can be provided.

The school promotes equality, inclusion and respect through its curriculum, policies and wider school culture. Where appropriate, pastoral support will be provided, and the school will work in partnership with parents, carers and external agencies to ensure children receive the support they need to feel safe, valued and able to achieve. Where bullying, harassment or discrimination is persistent, places a child at risk of harm or is linked to other safeguarding concerns, the Designated Safeguarding Lead (DSL) will consider whether safeguarding procedures should be implemented and whether additional support or referrals to external agencies are required.

Children who are questioning their gender

At Supreme Start School, we recognise that some children and young people may question their gender at different stages of their development. We are committed to providing a safe, respectful and inclusive environment where all children are treated with dignity, feel valued and are protected from bullying, discrimination and harm.

We recognise that children who are questioning their gender may have a range of experiences and, in some cases, may be vulnerable to bullying, social isolation, mental

health difficulties or other safeguarding concerns. Staff should approach these situations with sensitivity, professional curiosity and a child-centred approach, ensuring that the child's welfare remains paramount.

The school will not initiate discussions or actions relating to social transition. Where a child or parent/carer requests support relating to social transition, the school will respond in accordance with Keeping Children Safe in Education (KCSIE), taking a careful, evidence-informed approach that considers the child's welfare, the rights and wellbeing of other pupils, and the school's statutory responsibilities under safeguarding, equality and human rights legislation.

The Designated Safeguarding Lead (DSL) will be informed of any request relating to social transition or where a child is questioning their gender and there are safeguarding concerns. The DSL will ensure that any decisions are appropriately documented and that relevant advice is sought where necessary.

Parents and carers will normally be involved in discussions at the earliest opportunity, recognising their primary role in their child's upbringing and wellbeing. The only exception would be where involving parents or carers is considered likely to place the child at risk of significant harm. In such circumstances, the DSL will determine the most appropriate course of action in line with safeguarding procedures.

When considering any request for support, the school will:

- place the best interests, welfare and safety of the child at the centre of decision-making;
- consider any wider safeguarding, health, mental health, SEND or neurodiversity needs;
- work collaboratively with parents, carers and, where appropriate, relevant professionals;
- ensure that decisions are proportionate, carefully considered and fully documented; and
- review decisions where circumstances change or new information becomes available.

The school is committed to preventing and responding to all forms of bullying, harassment and discrimination. Any incidents of bullying related to gender questioning or gender identity will be addressed promptly in accordance with the school's Behaviour Policy, Anti-Bullying Policy and safeguarding procedures.

The school will comply with its statutory responsibilities under safeguarding legislation, the Equality Act 2010, the Human Rights Act 1998, and all relevant Department for Education guidance when responding to requests relating to children questioning their gender outlined in [Keeping Children Safe in Education](#).

The School complies with the requirements of the School Premises (England) Regulations 2012 and, where applicable, the Education (Independent School Standards) Regulations 2014 (see Section 3) in relation to the provision and management of toilet, changing and shower facilities. Where individual arrangements are required to meet a pupil's needs, the

School will ensure that these are clearly recorded, communicated on a need-to-know basis to relevant staff, and reviewed regularly to ensure they continue to support the safety, privacy, dignity and wellbeing of all pupils

The school will also ensure that arrangements for participation in physical education and sport are lawful, safe and fair. Where sports or activities are organised on a single-sex basis because of safety considerations or because the physical strength, stamina or physique of the average child of one biological sex would place them at a disadvantage in competition with the average child of the other biological sex, participation will be based on biological sex in accordance with the Equality Act 2010. Where there are no safety concerns and a child requests support relating to participation in PE or sport, the school will consider the request on a case-by-case basis, taking into account the child's best interests, the impact on other children, and the need to provide a safe, fair and inclusive environment. Decisions will be made in line with the school's approach to considering requests for social transition and in consultation with parents or carers where appropriate.

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 of Keeping Children Safe in Education 2026.
- 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.
- All staff undertaking regulated activity who receive a direct disclosure or child sexual abuse or witness child sexual abuse must IMMEDIATELY report this through the statutory channels, as required under the Crime and Policing Act 2026 and report to the Designated Safeguarding Lead immediately.
- 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 Family Help Support.
- 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
- Must understand and ensure consistency in the delivery of the school's Mobile Phone policy
- Must understand and ensure consistency in the delivery of the Allergy and Medical Needs Policy.
- Must understand and ensure consistency in the delivery of the Positive Handling and use of Reasonable Force policy.

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.
- Coordination of any Family Help support, documentation and notes specific to individual children and families, and ensure this information is logged on the secure Safeguarding platform for reference (CPOMS).
- Understand the harmful sexual behaviour protocol and utilise the Hackett Continuum to support decisions, consulting with external advisors and support where required.
- Transfer any files linked to safeguarding of children within five working days.
- Ensure direct discussion with the receiving DSL on any pupils who leave Supreme Start School where there has been any elements of high risk
- Ensure awareness of Appropriate Adult rights for pupils during any police procedures.
- 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.

A trained DSL or Deputy DSL will always be available during school hours. During out-of-hours activities, educational visits, transport arrangements and emergency situations appropriate safeguarding arrangements will remain in place. Where no DSL or Deputy DSL is immediately available, staff must not delay action and should seek advice from Children's Social Care and inform safeguarding leadership at the earliest opportunity.

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 a Family Help Support 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., Family Help Support, 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 (but are not limited to):

- 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).

Where pupils attend alternative provision, the school retains overall safeguarding responsibility. The DSL will ensure attendance, wellbeing and safeguarding information is routinely monitored and that there is regular communication with the provider.

Recording concerns

Staff know that reporting concerns is a procedural requirement when safeguarding and promoting the welfare of children. Staff are clear that they must:

- record all conversations relating to any level of concerns on our recording systems; ensuring that the record is as detailed as possible, is factual, does not contain assumptions or personal judgement and captures the child's account in their own words
- inform the DSL about their concern as soon as possible; where the concern involves a disclosure or concern that the child is at risk of harm they must inform the DSL immediately.
- The school uses the online recording system CPOMS to record incident. Reports on CPOMS must be factual, detailed and accurate.

The body map in CPOMS is used to highlight where an injury has occurred, these may not be visible, but a child or young person may have detailed where they are. Staff know not to check injuries or take photographs but when they are recording the incident they will note the location on the body map or describe its location. Staff know that they must only report factual points regarding the injury so they will report its size, colour and shape. They know that they must not make assumptions about the age of the injury or how it was caused. More information about the use of body maps is in Appendix C (delete Appendix C if this is not relevant).

Visitors and volunteers who do not have access to the School's CPOMS can speak directly to the Headteacher, the DSL, DDSL, complete the form on the school's website, send an email or liaise with the Proprietor or Organisation's Safeguarding Lead.

Our staff are aware that such information is confidential and should be shared with the DSL only who may hold additional information about the child and their family and therefore can form a view on its significance and whether any action is required. Staff will not share information amongst themselves and will not share the information outside of the formal reporting process unless asked to by the DSL. This ensures that information is shared without delay enabling the DSL to carry out any necessary functions of their role whilst upholding confidentiality for the child and their family

Online Safety and Filtering:

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- protect and educate the whole school community to be safe and responsibly use technology, including mobile and smart technology
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in, and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education:

- Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – online behaviour that increases the likelihood of, or causes harm, for example: making, sending and receiving explicit images, including those generated using AI and online bullying
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. These can be reported to the [Anti-Phishing Working Group](#)

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. For example:

- the safe use of social media, the internet and technology

- keeping personal information private
- how to recognise unacceptable behaviour online
- ensuring children know not to meet up with a person they have met online without a safe adult
- how to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

We will also:

- train staff, as part of their induction, on how to keep themselves safe online as well as children, in line with the school's online safety policy This needs to include issues for example: cyber-bullying, the risks of online radicalisation, and the roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- remain alert to AI-enabled grooming, coercion, sextortion and creation of synthetic abuse imagery
- educate parents/carers about online safety through letters and emails sent directly to them. We will also share clear procedures with them so they know how to raise concerns about online safety
- make sure staff are aware of any restrictions placed on them with regards to the use of their personal mobile phone and cameras, for example that:
 - staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - staff will not take pictures or recordings of pupils on their personal phones or cameras.
- make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- make sure all staff, pupils and parents/carers are aware that appropriate staff designated by the Headteacher or Principal, have the power to search pupil's phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) if there is a concern regarding a child's safety or a crime in which case the Police will be contacted
- put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- take appropriate action to meet the cybersecurity standards and guidance on generative AI for users in education settings
- carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

Artificial Intelligence (AI)

The school recognises emerging risks associated with artificial intelligence (AI) technologies, including deepfake imagery, nudification applications, AI-generated sexual content, impersonation, grooming and misinformation. Staff will remain vigilant to these risks and concerns will be managed in accordance with safeguarding procedures and child-on-child abuse guidance.

Mobile Phones

At Supreme Start School, we operate a mobile phone-free environment to support pupil safety, wellbeing and learning. We follow the Department for Education's statutory guidance on [Mobile phones in schools](#) and have implemented a policy which prohibits the use of mobile phones throughout the school day, including during lessons, transition periods, breaktimes and lunchtimes. Our approach is consistent with the [behaviour in schools guidance](#), which supports schools in creating calm, safe and supportive environments that are conducive to learning. It also reflects our commitment to safeguarding and promoting the welfare of all pupils by reducing the risks associated with mobile phone use, including online harms, cyberbullying, inappropriate content and distractions from learning.

Filtering and Monitoring

As part of our responsibility to safeguard and promote the welfare of children and provide a safe learning environment, has appropriate filtering and monitoring systems in place across all school-owned devices and networks. Our filtering and monitoring arrangements are informed by the Department for Education's [filtering and monitoring standards](#) and are further supported by risk assessments undertaken as part of our wider safeguarding responsibilities, including those required under the Prevent Duty.

The effectiveness of our filtering and monitoring systems is reviewed regularly and at least annually. Records of these reviews are maintained securely and are used to inform senior leaders and relevant staff of the safeguards in place. This ensures that filtering and monitoring arrangements remain effective, proportionate and responsive to emerging risks. Any concerns, incidents or weaknesses identified through monitoring activities are reported and escalated appropriately in accordance with the school's safeguarding procedures.

The Headteacher is designated as the strategic lead for filtering and monitoring. Operational responsibility sits with the Headteacher. Any safeguarding concerns identified through monitoring systems will be reported immediately to the DSL.

Cyber Security and Data Protection

We recognise that cyber security forms an important part of our wider safeguarding responsibilities. To protect children, staff and sensitive information, has appropriate cyber

security measures in place to reduce the risk of unauthorised access, data breaches, system disruption and safeguarding incidents.

Our approach is informed by the Department for Education's [cyber security standards for schools and colleges](#) and we take reasonable steps to strengthen our resilience against cyber threats. This includes implementing appropriate technical controls, regularly reviewing cyber security arrangements, promoting staff awareness, and ensuring that personal information is handled securely and in accordance with data protection requirements.

Through these measures, we aim to maintain a secure digital environment that supports teaching and learning while safeguarding the welfare and personal information of all members of the school community.

Safer Recruitment

At Supreme Start School, we comply with the statutory requirements of Keeping Children Safe in Education (KCSIE) and local multi-agency safeguarding arrangements. We operate robust safer recruitment procedures to help deter, identify and reject applicants who may pose a risk of harm to children and to ensure that those appointed are suitable to work with children.

All recruitment information will make clear the school's commitment to safeguarding and promoting the welfare of children. Applicants will be informed that safeguarding checks form part of the recruitment process and that the successful applicant will be required to undergo all appropriate pre-employment checks before commencing employment.

The School will carry out all required pre-appointment checks and verify, where applicable:

- identity;
- right to work in the UK;
- professional qualifications;
- employment history;
- references;
- criminal record information;
- prohibition from teaching checks;
- Section 128 checks for management positions, where applicable;
- overseas checks, where appropriate;
- health and physical capacity for the role; and
- overall suitability to work with children.

In accordance with Keeping Children Safe in Education, shortlisted candidates will be asked to complete a self-declaration of their criminal record and other information relevant to safeguarding. The School will also undertake an online search of shortlisted candidates to identify incidents or issues that are publicly available online which may be explored with the applicant at interview. Information obtained through online searches will only be considered where it is relevant to the individual's suitability to work with children.

At least one member of every recruitment panel will have successfully completed appropriate safer recruitment training.

The School obtains written confirmation from supply agencies or third-party organisations that agency staff and other individuals supplied to work at the School have undergone all appropriate pre-employment checks.

The School will satisfy itself that the individual presenting for work is the same person on whom the checks have been completed.

Trainee teachers will be checked either by the School or by the initial teacher training provider. Written confirmation will be obtained where the provider is responsible for undertaking the checks.

Where a trainee teacher is fee-funded, the training provider will be responsible for carrying out the required checks. The School will obtain written confirmation that the checks have been completed and that the trainee has been judged suitable to work with children.

The School maintains a Single Central Record of all recruitment and vetting checks required by Keeping Children Safe in Education.

The School will not knowingly permit a barred person to engage in regulated activity with children.

The Headteacher/Principal will ensure that relevant staff are aware of the requirements relating to disqualification under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) Regulations 2018, where these apply to their role, including their obligation to disclose relevant information.

Volunteers

All volunteer roles will be assessed before the individual begins work. The School will determine whether the role amounts to regulated activity and what checks are required.

From 1 September 2026, a volunteer who teaches, trains, instructs or supervises children frequently (on more than three days in any 30-day period) or overnight will be regarded as engaging in regulated activity, even where they are supervised. In these circumstances, the School will obtain an enhanced DBS check with children's barred list information before the volunteer begins the role. A volunteer will not undertake regulated activity until their children's barred list status has been confirmed.

The school will review the roles of existing volunteers to identify any individual who becomes engaged in regulated activity because of the changes introduced from 1 September 2026. Where this applies, the School will obtain the appropriate enhanced DBS check with children's barred list information and update the Single Central Record accordingly.

Where a volunteer meets the frequency requirement through volunteering across more than one school or setting, the School will work with the other settings to determine which organisation will obtain the enhanced DBS check with children's barred list information. Where a volunteer is not engaged in regulated activity, the School will undertake and record a written risk assessment to determine what checks, if any, are appropriate.

The assessment will take account of:

- the nature of the work with children;
- the level and frequency of contact with children;
- what is known about the volunteer, including information provided by staff, parents, referees or other volunteers;
- whether the individual undertakes other paid or voluntary work where a referee can comment on their suitability; and

- whether an enhanced DBS check without children's barred list information, or another level of check, is appropriate.

Under no circumstances will a volunteer for whom no checks have been obtained be left unsupervised or permitted to undertake regulated activity.

Where the statutory criteria are met, the School will make a referral to the Disclosure and Barring Service (DBS) in relation to a volunteer who is removed from regulated activity, or who ceases volunteering before they can be removed.

Work Experience

The school recognises its responsibility to safeguard pupils undertaking work experience placements. Before a placement is agreed, the school will seek assurance that the placement provider has appropriate safeguarding, child protection, health and safety, and supervision arrangements in place to protect pupils from harm.

Where a person supervising a pupil on work experience will be providing teaching, training, instruction, care or supervision frequently, for more than three days in any 30-day period, or overnight, this may constitute regulated activity. The school will ensure that no individual barred from working with children undertakes regulated activity.

The school acknowledges that other employees within the workplace who are not directly responsible for teaching, training, instructing, caring for or supervising pupils are not engaged in regulated activity. For pupils aged 16–17 undertaking work experience, the school cannot require the placement provider to obtain an Enhanced DBS check with Children's Barred List information for staff supervising the placement.

Where work experience takes place within our school and the placement provides opportunities for contact with children, the placement provider should consider whether an Enhanced DBS check is appropriate for the young person undertaking the placement. DBS checks cannot be obtained for children under the age of 16.

The Designated Safeguarding Lead (DSL) will provide advice where safeguarding concerns arise in relation to work experience placements and will ensure that any concerns are managed in accordance with the school's child protection procedures.

Third-Party Staff (Contractors)

The School will ensure that contractors and other third-party staff working on the premises have undergone the appropriate checks for the work they will undertake. The level of DBS check required will be determined through a written risk assessment, taking account of whether the individual will be engaging in regulated activity, the frequency of contact with children and the level of supervision.

Where a contractor will engage in regulated activity, an enhanced DBS check with children's barred list information will be required. Where a contractor will not engage in regulated activity but may have regular opportunity for contact with children, an enhanced DBS check without children's barred list information may be required.

Where a contractor has not undergone the appropriate checks, they will not be permitted to work unsupervised or undertake regulated activity while children are present.

The School will:

- obtain written confirmation from the contractor's employer that the appropriate checks have been completed;
- verify the identity of contractors and third-party staff when they arrive at the School; and
- ensure that the individual presenting for work is the same person on whom the checks were completed.

Where a self-employed contractor is engaged, the School will obtain the appropriate checks directly or verify that the individual holds a suitable and current DBS certificate where this is permissible and appropriate.

Where the School directs a pupil to attend alternative provision, it will obtain written assurance that adults working with pupils have undergone the appropriate safer recruitment checks. This assurance does not remove the School's responsibility to undertake its own safeguarding oversight and keep the placement under regular review. Further information is provided in Section 6.

Site Security and Visitors

Visitors to the School, including contractors, will be required to sign in and will be issued with an identification badge confirming that they have permission to be on the premises. Parents and carers who are only delivering or collecting children will not normally be required to sign in.

All visitors are expected to comply with the School's safeguarding arrangements, visitor procedures, staff instructions and health and safety requirements. Visitors will be provided with safeguarding information appropriate to the purpose of their visit, including what to do if they have concerns about a child or the behaviour of an adult working with children.

For visitors attending in a professional capacity, the School will verify their identity and obtain assurance that the appropriate safeguarding checks have been completed by their employer, where relevant. The School will not normally ask to see the DBS certificate itself where satisfactory written assurance has been provided.

The School will not request DBS or children's barred list checks for visitors such as relatives attending sports days, performances or similar events where such checks are neither legally permitted nor necessary.

The Headteacher/Principal will exercise professional judgement when deciding whether a visitor should be escorted or supervised whilst on the premises, taking account of the purpose of the visit, the visitor's level of contact with children and any checks that have been completed.

The Single Central Record

The School maintains a Single Central Record (SCR) in accordance with Keeping Children Safe in Education. The SCR contains the information required by KCSIE for all relevant staff, including salaried teacher trainees, agency workers, third-party supply staff, volunteers for whom an enhanced DBS certificate has been obtained, and Governors/School Councillors (or Trustees and Members, where applicable).

The SCR is maintained accurately, kept up to date and is recorded in such a way that information relating to each individual school can be produced separately, and without delay, for those entitled to inspect it, including inspectors.

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 2026.

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 of KCSIE 2026, 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 Family Help Support 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 2026) every two years.
- Regular updates (at least annually) on safeguarding developments and local procedures.
- Opportunities to attend local safeguarding partnership training and network meetings.
- Supervision through their line manager and where requested an external supervisor who can provide impartial support

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
- Family Help Support 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 31st birthday, where an EHCP exists (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.

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):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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

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

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs

or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

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

Modern Slavery:

Modern slavery encompasses a range of offences, including human trafficking, slavery, servitude, and forced or compulsory labour. It involves the exploitation of children and adults for a variety of purposes, including sexual exploitation, criminal exploitation (including financial exploitation), forced labour, domestic servitude, forced criminality and the removal of organs. Children may be recruited, transported, transferred, harboured or received for the purpose of exploitation. Exploitation may be committed or facilitated by an individual, an organised criminal network or a gang. Child trafficking and exploitation can occur within the UK as well as across international borders and do not always involve a child being moved over long distances.

The [National Referral Mechanism](#) (NRM) is the UK framework for identifying and supporting potential victims of modern slavery and human trafficking. All staff should be aware of the indicators that a child may be a victim of exploitation or modern slavery, the support available to victims, and the process for making a referral to the NRM where appropriate. Further information is available in the statutory guidance [Modern slavery: how to identify and support victims](#).

FGM

Keeping Children Safe in Education explains that FGM includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.'

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting,' 'circumcision' or 'initiation.'

Our teachers are aware of their mandatory reporting duty and the requirement to immediately contact the Police if they are:

- informed by a girl under 18 that an act of FGM has been carried out on her
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth).

The duty for teachers above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, teachers know they must report to the DSL who will follow local safeguarding procedures.

Our members of staff who are not teachers, are aware that if they suspect a child is at risk or that FGM has been carried out, they should report this to the DSL 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.

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.

Prevent and concerns about 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.

Supreme Start School is aware of our duty under section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of our functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism" (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised [Prevent duty guidance: England and Wales \(2023\)](#) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The

guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or [Channel](#), the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

If you are a practitioner and want to make a safeguarding referral because you have concerns that someone you work with or know is being drawn into terrorism or extremism, you can have an initial discussion with the Duty and Advice Team on 0161 770 7777. Alternatively, you need to complete and submit the online form to make a [Prevent referral](#) in Oldham.

Oldham Safeguarding Children's Partnership have developed a Prevent handbook for educational settings to access so that they can use this as a reference tool to help safeguard children and young people at risk of being drawn into terrorism, or extremism leading to terrorism.

Child Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact: including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing

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

Online abuse: sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

[The CSA Centre Child Sexual Abuse Response Pathway](#) is designed to support professionals in identifying and responding to child sexual abuse and to empower them to understand the role they, and their colleagues, play in protecting and supporting children. The Response Pathway sets out how to respond to concerns of child sexual abuse at key points, from first concerns and Family Help safeguarding through to child protection and criminal justice responses. Throughout, it focuses on meeting the needs of children and their families.

Mandatory Reporting of Child Sexual Abuse

Under the Crime and Policing Act 2026, a statutory duty requires certain individuals undertaking regulated activity with children, including school staff, to make a report where they are made aware by a child that they have been sexually abused, or where they witness a child being sexually abused. Failure to fulfil this duty without a reasonable excuse may constitute a criminal offence.

In accordance with this duty, all staff must immediately report any disclosure or witnessed incident of child sexual abuse to the Designated Safeguarding Lead (DSL). The DSL will ensure that an immediate referral is made to Children's Social Care and/or the Police, as appropriate, and that all concerns are recorded accurately in line with statutory guidance and local safeguarding procedures. Staff must not promise confidentiality to a child making a disclosure and should always act in the child's best interests to ensure they receive appropriate protection and support.

The mandatory reporting duty sits alongside, and does not replace, existing safeguarding responsibilities. All concerns relating to child sexual abuse or suspected child sex offences must be reported immediately to the Designated Safeguarding Lead (DSL), who will ensure that appropriate referrals are made to Children's Social Care and/or the Police in accordance with statutory guidance and local safeguarding procedures.

Child-on-child abuse

At Supreme Start School, we know that children can cause harm to other children. As a school we have a zero acceptance of child-on-child abuse and create a culture of keeping an open mind and attitude that "it could happen here." Our staff are aware that even if no reports are being made in our school, it does not mean it is not happening.

Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not

downplayed or should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence, sexual harassment which may include misogyny/misandry. More about this is in Part five of [Keeping Children Safe in Education](#)
- consensual and non-consensual sharing of nude and semi-nude images and/or videos, including those generated using AI
- 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 typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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.

Child on Child Abuse (Including Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence)

At Supreme Start School, 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.

We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages and the use of the Pol-Ed Curriculum, individualised and tailored to the needs of each of our children. 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

It may include bullying (including cyberbullying and prejudice-based bullying), physical abuse, abuse within intimate personal relationships, initiation or hazing-type violence, harmful sexual behaviour (HSB), sexual harassment, sexual violence, upskirting, the consensual and non-consensual sharing of nude and semi-nude images and/or videos, and causing someone to engage in sexual activity without consent.

Harmful sexual behaviour exists on a continuum and may range from inappropriate or problematic behaviour to sexual harassment and sexual violence. Such behaviours are never acceptable. The school maintains a zero-tolerance approach to all forms of child-on-child abuse and will never dismiss sexual harassment or sexual violence as "banter", "part of growing up", "just having a laugh" or "boys being boys". We recognise that failing to challenge inappropriate behaviour can create an unsafe environment, reinforce harmful attitudes and normalise abuse.

The school is committed to creating a culture where all children feel safe, respected and able to report concerns. We recognise that the absence of reported incidents does not necessarily mean abuse is not occurring. Staff receive safeguarding training to recognise, respond to and report concerns at the earliest opportunity, including identifying misogynistic attitudes and behaviours. They are expected to challenge inappropriate conduct and respond promptly to behaviours such as sexualised comments, unwanted touching, grabbing, lifting clothing or any other behaviour that may constitute harmful sexual behaviour, sexual harassment or sexual violence.

The sharing of nude or semi-nude images or videos by children will always be treated as a safeguarding concern. All incidents will be assessed on a case-by-case basis, taking account of the age, developmental stage and circumstances of the children involved, together with any indicators of coercion, exploitation, abuse or vulnerability. The welfare of all children involved, including victims, alleged perpetrators and other affected pupils, will remain central to decision-making.

The Designated Safeguarding Lead (DSL) and deputies will ensure that staff are aware of the school's procedures for responding to child-on-child abuse and that concerns are recognised, reported and managed promptly and effectively. The DSL will maintain up-to-date knowledge of local specialist support services and referral pathways to ensure appropriate support is available for victims, alleged perpetrators and any other children affected by an incident. Where appropriate, the DSL will work with the Police, Children's Social Care and other safeguarding partners to ensure a coordinated response, effective risk management and ongoing support.

Harmful Sexual Behaviour (HSB)

We recognise that Harmful Sexual Behaviour (HSB) is a safeguarding and child protection issue that can occur both online and offline. Children's sexual behaviour exists on a continuum from developmentally appropriate and expected behaviours through to inappropriate, problematic, abusive or violent behaviours. In Oldham, we use the Hackett

Continuum to support the assessment and understanding of sexualised behaviours displayed by children and young people. The continuum helps professionals distinguish between behaviours that are developmentally typical and those that may be harmful, ensuring that concerns are responded to proportionately and that appropriate safeguarding measures and support are put in place.

We recognise that HSB may involve children of the same age or different ages and that power imbalances, vulnerability, disability, social status or physical size may influence the nature and impact of the behaviour. Early identification and intervention are essential, as inappropriate behaviours such as sexist language, misogyny or unwanted sexualised behaviour can escalate into more serious forms of abuse, including sexual harassment and sexual violence if left unchallenged.

The Designated Safeguarding Lead (DSL) and deputy DSLs maintain an appropriate understanding of harmful sexual behaviour (HSB) and use Oldham's [Harmful Sexual Behaviour Protocol](#) to ensure that concerns are identified, assessed and responded to effectively. We adopt a whole-school approach to prevention, education and safeguarding and recognise that children who display harmful sexual behaviour may have experienced abuse, trauma or other adverse childhood experiences. As such, our response focuses on safeguarding, support and appropriate intervention for all children involved, whilst ensuring that victims are protected, supported and listened to. We work with relevant agencies where appropriate to assess risk, reduce harm and promote positive outcomes for children and young people.

Sexual Harassment

We also recognise that sexual harassment is a form of child-on-child abuse and will not be tolerated. Sexual harassment refers to unwanted conduct of a sexual nature and can occur both online and offline, inside and outside of school. Such behaviour can violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive or sexualised environment.

Sexual harassment may include, but is not limited to:

- Sexual comments, remarks, jokes, gestures or taunting.
- Making comments about someone's appearance, body, clothing or sexual activity.
- Using sexualised language or inappropriate sexualised names.
- Deliberate physical contact of a sexual nature, including brushing against another person or interfering with their clothing.
- Displaying, sharing or circulating sexual images, photographs or drawings.
- Upskirting, which is a criminal offence.
- Online sexual harassment, including unwanted sexual comments or messages, sexualised online bullying, sharing unwanted explicit content, sexual coercion, exploitation or threats.
- The consensual or non-consensual creation or sharing of nude or semi-nude images and videos.
- Pressuring, coercing or manipulating others into sharing images of themselves or engaging in online activity that makes them feel uncomfortable.

We recognise that sexual harassment can occur as a standalone incident or as part of a wider pattern of harmful sexual behaviour, and that if left unchallenged it can normalise inappropriate conduct and contribute to a culture in which sexual violence and abuse are more likely to occur. All allegations and concerns relating to sexual harassment will be taken seriously, addressed promptly and managed in line with the school's safeguarding and child protection procedures. The wishes, feelings and lived experience of the child affected will be central to all decision-making, and appropriate support will be provided to both victims and, where appropriate, those displaying the behaviour.

Sexual violence

We recognise that sexual violence is also a form of child-on-child abuse and that it can occur both inside and outside of school, including online. Sexual violence is never acceptable and all reports, disclosures or concerns will be taken seriously and responded to promptly, fairly and in accordance with statutory safeguarding guidance.

Sexual violence includes a range of sexual offences under the Sexual Offences Act 2003, including:

Rape: intentional penetration of the vagina, anus or mouth of another person with a penis without their consent.

Assault by Penetration: intentional sexual penetration of the vagina or anus with a part of the body or an object without consent.

Sexual Assault: intentional sexual touching of another person without their consent. This can include behaviours such as unwanted kissing or intentionally touching another person's breasts, buttocks or genitalia.

Causing Someone to Engage in Sexual Activity Without Consent: intentionally causing or forcing another person to participate in a sexual activity without their consent. This may include forcing someone to remove clothing, touch themselves sexually or engage in sexual activity with another person.

We recognise that consent is about having the freedom, choice and capacity to agree to a specific sexual activity. Consent may be withdrawn at any time and agreeing to one type of activity does not imply consent to another. A child under the age of 13 can never legally consent to any sexual activity, and the legal age of consent is 16.

We are committed to maintaining a culture where sexual violence is not tolerated, where victims are believed, supported and protected, and where children feel safe to report concerns. All incidents will be managed using a child-centred and trauma-informed approach, with the welfare of the victim as the primary consideration. Appropriate action will be taken to assess and manage risk, support all children involved, and work with parents, carers and external agencies where necessary. Staff will never dismiss sexual violence as banter, part of growing up, or normal behaviour, and will challenge attitudes and behaviours that may contribute to a culture of abuse.

More information about Harmful sexual behaviour (HSB), sexual harassment and sexual violence can be found in Part five of [Keeping Children Safe in Education](#)

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 and on CPOMS.

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 CPOMS.

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 Family Help Support 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:

Serious violence is a significant safeguarding concern that can have a profound impact on a child's safety, wellbeing and future outcomes. It may involve physical assault, carrying, threatening with or using weapons, and can occur in the context of peer conflict, bullying, criminal exploitation or organised violence. Children involved in serious violence may be victims, perpetrators or both.

All staff should be alert to the indicators and risk factors associated with serious violence and understand that some children may be at increased risk, including those with disrupted education, repeated suspensions or permanent exclusion, attendance at alternative provision, involvement in offending behaviour or experiences of exploitation. Staff should also be aware that children may be at greater risk at particular times of the school day, for example, when travelling to and from school. We will use the advice provided by the Home Office: [Preventing youth violence and gang involvement](#) to inform our approach to serious violence at our school.

Any concerns that a child is carrying or using a weapon, or has expressed an intention to do so, must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will assess the level of risk to the child and others, taking account of any wider safeguarding information, and will take appropriate action. This may include developing a safety and support plan, implementing measures to reduce conflict, making referrals to Children's Social Care or other agencies, and involving the Police where necessary.

The School recognises the importance of early identification and intervention. Where concerns are identified, the School will work with the child, their family and partner agencies to provide timely, evidence-informed support, including access to trusted adults, social and emotional support, mentoring or other targeted interventions, to reduce the risk of harm and improve outcomes for children.

We will share information when a child moves schools, especially where the pupil is a risk to others and/or the individual pupil, for example where a pupil has previously carried, threatened with, or used a knife or weapon, it is incumbent on the receiving school to

assess risk, and accordingly, put in place a safety and support plan for when the child arrives. More information on the child protection file is in Annex B. It would be good practice for a conversation to take place between the designated safeguarding leads at both settings, where there are issues or concerns

Operation Encompass:

The school participates in Operation Encompass, the national information-sharing scheme between the police and education settings. Under the statutory duty introduced in November 2025, the police will notify the school when they have reasonable grounds to believe that a child has been affected by a domestic abuse incident. This enables the school to provide timely and appropriate support, taking account of the child's individual needs.

The Designated Safeguarding Lead (DSL), or nominated Key Adult, will receive and manage Operation Encompass notifications, ensuring information is handled confidentially, recorded securely and used to inform appropriate safeguarding support. Operation Encompass does not replace existing safeguarding procedures, and where there are concerns about a child's welfare, referrals to Children's Social Care will be made in accordance with local safeguarding procedures.

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 (2026) 'Keeping children safe in education 2026'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent Duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- Crime and Policing Act 2026
- 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
Family Help Support (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 2026) 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 Family Help Support 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 2026)
- 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:

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 2026 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 2026 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:

Level	Body	Key Functions
Strategic	Head Office Safeguarding Board (COO, HR Manager, Organisation Safeguarding Officer)	• Strategic direction • Policy approval • Resource allocation • Organisational compliance • Audit and review • Serious incident response
Operational	School Safeguarding Committee (President: DSL, Headteacher, Deputy DSL, 3 Committee Members)	• Policy implementation • Case management oversight • Staff training • Data monitoring • Multi-agency working • Continuous improvement
Day-to-Day	DSL and Deputy DSL	• Receive and respond to concerns • Make referrals • Record keeping • Support staff • Liaise with agencies • Case management

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

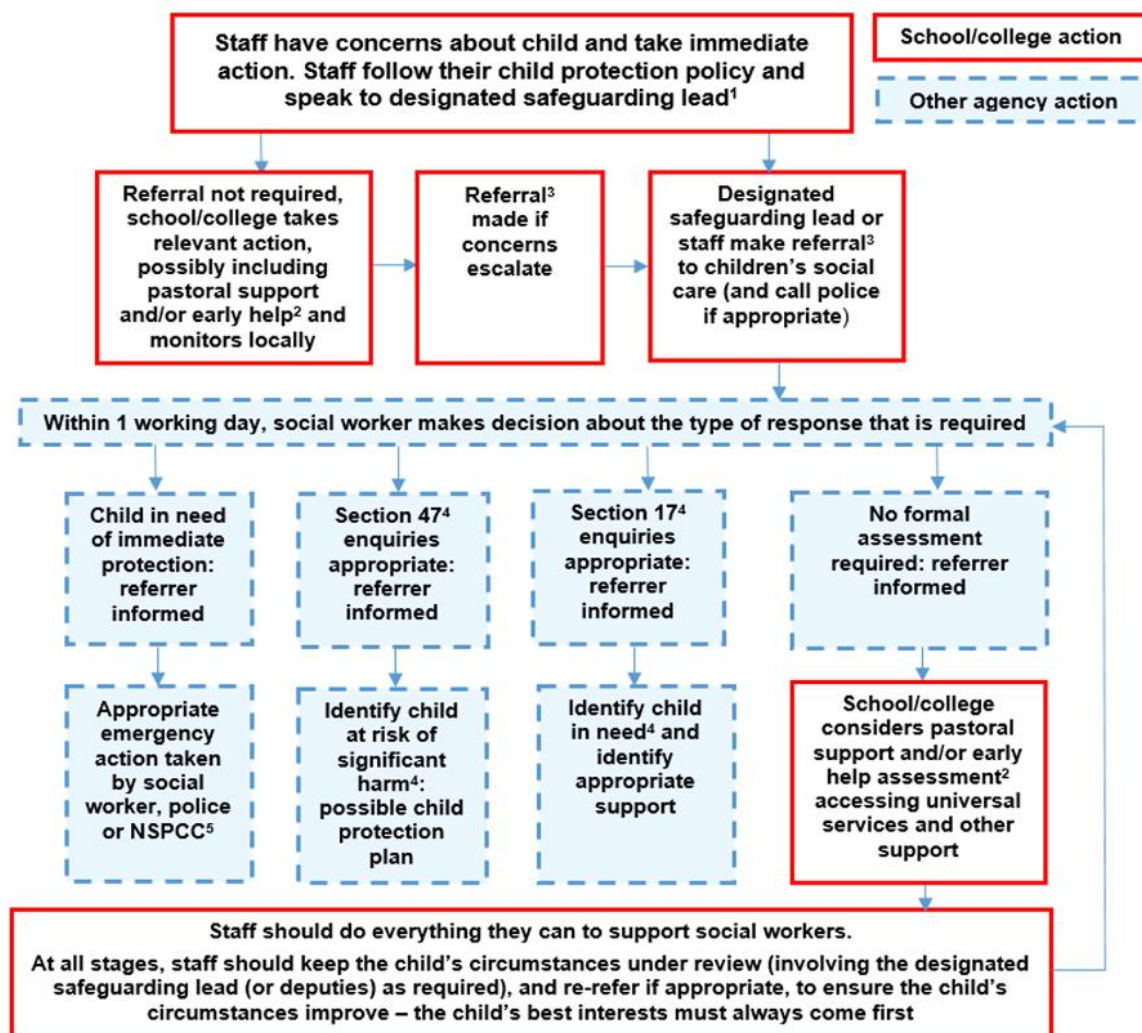
For quick reference, the Seven Rs are:

- **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.

Appendix G: Flowchart for setting out the actions taken where there are concerns about a child

Keeping Children Safe in Education (2026) has the following flowchart (Figure 1; Page 24) for staff and Designated Safeguarding Leads to use:



In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, an Family Help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or

likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

This could include applying for an Emergency Protection Order (EPO).

Appendix H: Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map on the following pages should be used.

Any concerns should be reported and recorded without delay to the Designated Safeguarding Leads.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Has First Aid been provided?
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?
- The date and time of the recording must be stated as well as the name and designation of the person making the record.
- For recording purposes, body maps should be completed on CPOMS in the child's individual record.