



SAFEGUARDING AND CHILD PROTECTION POLICY



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OUR MISSION STATEMENT

I am the Way

The Truth

And

The Life

(John 14:6)

At Loreto Grammar School Altrincham, students, staff, parents and Governors form a Catholic community. We aspire to create a caring, structured environment in which teaching and learning and the experience of school

- are characterised by joyful and loving service to others
- challenge each of us to realise our full potential in a spirit of joy and creativity
- encourage the pursuit of excellence
- uphold honesty, justice and mutual respect
- enable us to be questioning, independent learners and "seekers of truth"
- prepare each of us to meet with confidence the challenges of a changing world
- improve and enrich the life of the wider community and enable us to be an example of Christian values in the world as witnesses to God's Living Kingdom

Our values are centred in God, rooted in gospel values and derive from the vision of Mary Ward.

Love and speak the truth – at all times

(Mary Ward)



AUTHORS

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FOREWARD BY MR J LISTER, CHAIR OF GOVERNING BODY

This Safeguarding Policy sets out the steps we will take to ensure that the children* in our care will be kept safe. Our commitment to provide a safe environment is the most important one we make, and it imposes important responsibilities which are shared equally by the senior leadership team, staff and governors. It involves maintaining a culture of vigilance and openness, where all understand their duty to be alive to the signs and symptoms of abuse in all its forms, thus the opportunity for those wishing to cause harm to children is drastically reduced. This responsibility to protect all of the school community from harm is also a vital part of our mission to be an educational community where each person has the experience of being loved and valued as a sacred individual created by a loving God.

**For the purposes of this policy 'children' includes everyone under the age of 18.*

Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Loreto Grammar School have in place for safeguarding and promoting the welfare of its students. It provides guidance to help staff who may have concerns about the safety or welfare of a child and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2026, and any other relevant UK legislation and government guidance
- applies at all times when the school is providing services or activities directly under the management of the Loreto Grammar School staff
- is publicly available on the schools' website, and a printed copy can be made available via the school office
- reflects Trafford (and other Local Authorities) Strategic Safeguarding Partnership Multi-agency safeguarding arrangements

This policy also has regard to the Children's Wellbeing and Schools Act 2026 (Royal Assent 29 April 2026; relevant provisions are cross-referenced in the Mobile Phone and Online Safety sections of this policy.

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

- Child-on-Child Abuse Policy
- Behaviour Management Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Staff Code of Conduct - including low level concerns
- ICT Acceptable Use Policy
- Online Safety Policy
- Whistle blowing Policy
- Children missing from Education Procedure (Appendix 8)
- Managing allegations Policy
- Information Sharing/Management Policy



1 Key Information

Below is a table of people with specific lead responsibilities around safeguarding.

Name	Role/Contact
Mr Jim Lister	Chair of Governing Body
Mrs Pat Brown	Nominated Governor for Safeguarding
Mrs Jane Beever	Headteacher
Ms Hannah Greene	Designated Safeguarding Lead
Mr Thomas Newman	Deputy Designated Safeguarding Lead
Mrs Claire Lloyd-Davies	Deputy Designated Safeguarding Lead
Mrs Emma Milton	Designated Teacher (Students who are looked after) / Deputy DSL
Miss Ellie Craddock	Senior Mental Health Lead

Senior Leadership Team
Mrs Beever
Mrs Walker
Mrs Greene
Mrs Stokes
Mr Newman

Role of the Designated Safeguarding Lead

All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post. All staff should be able to reassure students that they are being taken seriously and that they will be supported and kept safe. A student should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a student ever be made to feel ashamed for making a report.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.

The Designated Safeguarding Lead co-ordinates the school's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for their school's contribution and commitment to any plans, team around the family and core groups or other assessment. These meetings include:

- Team around the Family Meetings (Early Help)



- Strategy Discussions
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences
- Multiagency Risk Assessment Conferences (MARAC)

The Designated Safeguarding Lead will also ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).

Early Help

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate and proportionate (Early Help – Level 2 of the Level of Need).

If the school identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the school is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network including the Pastoral Team and procedures to support safeguarding and wellbeing, and document the Early Help provided on our own internal system - CPOMS. This is just for cases that are at Level 2 of the Level of Need.

When engaging other services outside of our school to form part of a Team around the Family, we will utilise the appropriate Local Authority Early Help Assessment to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the school will complete an Early Help Assessment to identify specific needs that require the assistance of other services outside of the school.

DSL Availability and Emergencies

Arrangements are in place to ensure that at least one of the DSL trained persons in school is available when children are taking part in school-led activity, including extra-curricular activities both during and out of term time. When the DSL or Deputy is not physically on site, they are contactable by telephone. In any unforeseen situation where this is not possible, the Headteacher or any member of the Senior Leadership Team should be contacted.

If a child is in immediate danger, contact will be made with the police via 999. The [NPCC - When to call the police](#) assists the designated safeguarding leads to understand when they should consider calling the police and what to expect when they do.

Making a Referral

If a child is identified as a Child in Need or a child at risk of or being subjected to significant harm, a referral will be made to Trafford Children's First Response via the online referral form (or the appropriate process if referring to another authority.)

Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children's social care are shared with staff via our staff safeguarding notice board, and in Appendix 4 of this policy.

Recording Concerns

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing on CPOMS. Records include:



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

Where there is a safeguarding concern the school ensures the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting our children's welfare, including their educational outcomes. The school have clear powers to share, hold and use information for these purposes. This includes arrangements that set out clearly the processes and principles for sharing information within the school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

Our school is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of our children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. This is further supported by the statutory information sharing duty introduced in Keeping Children Safe in Education 2026, which is intended to give staff greater confidence to share information appropriately and in a timely way to safeguard children. Specific statutory guidance on the Information Sharing Duty will be issued in due course, following consultation, and this policy will be updated to reflect it. Where a decision is made about sharing or withholding information, the DSL (or deputy) will record the rationale for that decision.

Data Protection

The school is aware that among other obligations, the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Creating a Safeguarding culture

Categories and Signs of Abuse

It is important to us at Loreto Grammar School that all children feel safe and supported in our setting. Safeguarding is our priority across all aspects of our work, and our policy underpins the rigorous practice that takes place in the school to best protect our students and staff. We adopt a zero-tolerance approach to all forms of abuse. All staff understand that safeguarding is everyone's responsibility. All staff are aware of the categories of abuse, which are:

Emotional Abuse	Neglect	Physical Abuse	Sexual Abuse
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All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.

The definitions of which can be found in the glossary. Staff are also made aware of other key safeguarding topics such as:



Abuse in intimate personal relationships	Bullying & Cyberbullying	Child on Child abuse	Child Sexual Exploitation	Children with SEN and/or disabilities	Consensual and non-consensual sharing of nude/semi-nude images*
Contextual Safeguarding	Criminal Exploitation 'County Lines'	Domestic Abuse	Early Help	Female Genital Mutilation	Gangs & Youth Violence
Hate	Initiation/hazing type violence and rituals	Mental Health	Preventing Radicalisation & Extremism	Private Fostering	Relationship Abuse
Serious Violence	Sexual Harmful Behaviour	Sexual Violence and sexual harassment	So-called 'honour' - based abuse	Trafficking	Relationship Abuse

The definitions of the above can be found in the glossary. Information and learning relating to the above topics is shared in school, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the 'Staff learning and development' section of this policy.

**Previously known as sexting*

Domestic Abuse and Operation Encompass

The school recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.

Loreto Grammar School recognises the significant impact domestic abuse can have on children and young people; therefore we have signed up to Operation Encompass.

Operation Encompass is an agreement between Greater Manchester Police and schools within Trafford. This agreement facilitates the sharing of information relating to domestic incidents where children live or frequent. A flowchart explaining the process for sharing information through Operation Encompass can be found in Appendix 1.

In addition to schools receiving information on domestic abuse from Greater Manchester Police (GMP) through Operation Encompass, schools will also be invited to Trafford's Multi-Agency Risk Assessment Conference (MARAC) for any high risk identified cases. Wherever possible, we will attend MARAC for the cases which are known to them and share relevant information to multi-agency partners.

As Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a student and/or family member, we are alert to this; Safelives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk Identification Checklist (RIC). We are aware that Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate. The guidance can be found in Appendix 13.

Trafford schools also have access to specialist Domestic Abuse training on DASH RIC and Managers Training through Trafford Domestic Abuse Service (TDAS). We endeavour to undertake training and implement the learning from these training sessions to effectively safeguard victims of domestic abuse.



Child Sexual Exploitation and Sextortion

Child Sexual Exploitation (CSE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the schools normal reporting channels. The definition of child sexual exploitation can be found in the glossary. Signs and symptoms of child sexual exploitation can be found in Appendix 5.

Sextortion Staff should be aware that not every incident involving nude or semi-nude images is between students, or even between people known to each other — in some cases an adult (or another young person) will pose as a peer online in order to obtain images from a child, or will use stolen or digitally manipulated/AI-generated images of a child, and then threaten to release them unless the child pays money or provides more images. This is sometimes called 'sextortion' and is a financially motivated pattern distinct from grooming for sexual abuse. Warning signs may include: contact from an unfamiliar online account, being drawn quickly into sexually explicit conversation, the offender sharing sexual images first, a conversation moving from a public to a private or encrypted platform, being told an account has been 'hacked', or being pressured to send money or bank details. Any suspected instance of sextortion should be referred to the DSL (or deputy) immediately via the same route as other sexual abuse concerns and may also warrant an urgent police referral given the financial coercion element.

Female Genital Mutilation

Staff are directed to the NSPCC's website for guidance on signs and symptoms of **Female Genital Mutilation (FGM)** - [NSPCC website](#). The school recognises and adheres to the mandatory duty for teachers to report any suspected or known cases of FGM about a female under 18 years old to the police.

Private Fostering

If a member of staff becomes aware of a **private fostering arrangement** they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides. Private Fostering is defined in the glossary.

Honour-Based Abuse

All cases of known or suspected '**Honour-based' violence** will be reported via the school's normal channels and the appropriate professional advice sought and external referrals completed.

Child-on-Child Abuse

All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways, incidents of bullying will be dealt with via the school's **Child-on-Child Abuse** policy and behaviour policy. Incidents which take place outside of school may be addressed in School, however the School is clear that where professional advice needs to be sought, it will be. The school's DSL will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

Sexual Violence and Sexual Harassment

In respect of **sexual violence** and **sexual harassment between children** (including up skirting), we take an "it is happening here approach" even if there are no reports of abuse; the school takes a proactive approach to prevent such incidents from taking place. (We also refer to Part 5 of Keeping Children Safe in Education 2026.) PHSE forms part of our curriculum and this includes covering topics such as healthy relationships in an age appropriate way for the appropriate year groups in school. Also, consideration is given that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed. We continue to include Relationship and Sex Education and Health Education in the school timetable, in line with DfE guidance and the national curriculum.



However, when incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required to put a proportionate and supportive package of care in place for those affected. The designated safeguarding lead will respond in accordance with Part five of KCSiE: child on child sexual violence and sexual harassment guidance.

The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' in respect of our response to image/video sharing. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in Appendix 6.

Online Safety

Online safety and our approach to it is reflected in our Online Safety policy which, amongst other things, includes appropriate filtering and monitoring on school devices and school networks, and considers the 4Cs (Content, Contact, Conduct and Commerce). The effectiveness of our filtering and monitoring systems is reviewed at least annually by the SLT member responsible for filtering and monitoring, working with the DSL and IT support, in line with the Department for Education's filtering and monitoring standards. A record of these checks is retained.

Recording and Reporting Concerns

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. **This guidance can be found in Appendix 3 and in the HR Toolkit.**

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and confidentially. Concerns will be communicated to the DSL via CPOMS for staff that have a school email address (or noted in writing on the relevant proforma and passed promptly to the DSL where there is no access to a computer – **See Appendix 13**). The concerns are evaluated by the DSL and any action recorded. These records are now held on CPOMS. (Concerns raised before the introduction of CPOMS are held securely in a locked cabinet.)

Reporting of and response to concerns raised at Loreto Grammar School is detailed in appendix 7.

All information is handled in line with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018, and the 7 principles of information sharing within that document.

Safeguarding in the Curriculum

Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, they too can play a large part in keeping themselves and their peers safe from abuse and neglect.

An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe; At Loreto our mission to create 'a caring, structured environment' and to 'improve and enrich the life of the wider community' is reflected in all aspects of school life. The curriculum is holistic, visionary, and strives to stretch and challenge our students to take an active role as 21st century citizens. In preparation for life now and beyond school our curriculum extends students' awareness of dangers and understanding of how to act safely. This also includes supporting students' emotional and mental wellbeing as well as their independence and emotional resilience. Therefore, safeguarding is an intrinsic part of our curriculum, which in both content and delivery reflects our values of mutual understanding and respect.

This can be seen explicitly in the following subjects:



- PSHCE, where students study units on Assessing Risk and First Aid (Year 7), Causes and effects of addiction (Year 8), Respectful Relationships, Consent and Exploitation (Year 9), Drugs Education (Year 10)
- Aletheia, where students study units on Morality (Year 12), and Human Rights (Year 13)
- Computing, where students study E-Safety and On-Line Profiles in Year 7

Children Missing from Education

Instances of children who are missing from education are dealt with in line with the school's children missing from education procedure, which sets out the school's approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing. (See Appendix 9)

To assist with the above, and other incidents, parents should ensure that the school has at least two up to date emergency contacts for their child/children. This is to ensure school have other means of contacting a key adult, should one be unavailable for any reason.

Preventing Radicalisation (Prevent Duty)

The school takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental 'British values'. To ensure compliance with the Prevent Duty, the school:

- ensures staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- builds resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space

The school understands that children with special educational needs and disabilities can face additional safeguarding challenges, and staff are to constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties are not straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect.

Barriers SEND students may face, and how we address them

Children with SEND can face additional barriers which make it harder for abuse or neglect to be recognised and reported, and the school takes deliberate steps to reduce these barriers rather than assuming a student's presentation is solely explained by their SEND. These barriers can include:

- communication and language differences, which can make it harder for a student to describe what has happened to them, or mean disclosures are missed or misread;
- assumptions by adults that changes in behaviour, mood or presentation are 'just part of' the student's SEND, rather than a possible indicator of abuse or neglect;
- greater exposure to behaviour management techniques (including physical intervention) which can, without careful oversight, mask or normalise inappropriate contact;
- higher likelihood of being socially isolated, targeted by bullying (including online), or a target for grooming or exploitation, with reduced capacity to recognise unsafe situations or resist coercion;
- greater dependency on a small number of trusted adults for care, communication or mobility, which can increase vulnerability if that trust is abused;
- difficulty accessing the school's usual routes for reporting concerns (e.g. a written form, a conversation with an unfamiliar adult).

To reduce these barriers, the school:



- ensures staff working with SEND students receive training on recognising abuse and neglect in the context of a student's specific needs, and are encouraged to challenge their own assumptions about cause and effect;
- works with the SENCo, external specialists (e.g. speech and language therapists) and parents/carers to understand and use each student's preferred method of communication, including symbols, communication aids or key adults who know the student well, so that concerns and disclosures can be recognised in whatever form they take;
- provides alternative, accessible ways for students to raise a concern, in addition to the school's usual reporting routes;
- gives particular consideration to a more personalised or contextualised safeguarding response for vulnerable SEND students, as set out elsewhere in this policy;

Gender-Questioning Children

The Cass Review (2024) identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities. When supporting a gender questioning child, we will continue to take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities.

Where a student discloses that they are questioning their gender, or requests support relating to social transition, staff will listen carefully and respond sensitively but will not promise confidentiality. Staff will explain that this may need to be discussed with the DSL in order to safeguard and promote the student's welfare. The DSL will keep a secure record of any such requests, the factors considered, the decisions made, and the reasons for those decisions.

In line with Keeping Children Safe in Education 2026, the school will not allow students to use toilet or changing facilities designated for the opposite biological sex, including where a student is questioning their gender. Where a gender-questioning student does not wish to use the facilities designated for their biological sex, the school will consider whether an alternative facility (for example, a self-contained, lockable individual room) can be provided without compromising the single-sex provision available to other students. Any such arrangement will be recorded, communicated appropriately, and reviewed regularly, and will not compromise the safety, comfort, privacy or dignity of the student concerned or of any other student.

Out-of-School Settings

Keeping our children safe in out-of-school settings where services or activities are provided separately by another body, we will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

Looked-After and Previously Looked-After Children

Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need. It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at their school has updated contact details. More information can be found in Appendix 15.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.



Serious Violence

We recognise that serious violence, including knife crime, gun crime, and violence linked to gang activity, county lines or criminal exploitation, can affect any child, and that involvement (as a victim, witness or perpetrator) is often a sign that a child is being exploited or is otherwise vulnerable, rather than simply a behavioural or criminal matter.

Staff are alert to indicators that a child may be at risk from, or involved in, serious violence. These may include (but are not limited to):

- unexplained gifts, money, or new possessions;
- unexplained injuries, or reluctance to explain injuries;
- being found in, or repeatedly missing to, areas outside their usual pattern;
- association with older individuals, other vulnerable students, or a change in friendship group;
- increased absence, exclusion risk, or a sudden change in behaviour or presentation;
- carrying, or expressing an intention to carry, a weapon;
- fear of a particular individual or group, or reluctance to go to/from a particular place.

Staff will also be aware of factors that may increase a student's vulnerability to serious violence, which can include: frequent absence from school; having been suspended, spent time in alternative provision, or been permanently excluded; having experienced child maltreatment; early use of drugs or alcohol; and having previously been a victim, or perpetrator, of violence. These are risk indicators, not predictions, and should always be considered alongside the individual student's wider circumstances.

Any member of staff who becomes aware that a child is carrying or using a weapon, has expressed an intention to do so, or is otherwise at risk from serious violence, must report this immediately to the designated safeguarding lead (or a deputy).

On receiving a report, the DSL will:

- assess the immediate risk to the student concerned and to others, and contact the police on 999 where a child or others may be in immediate danger;
- consider the wider context around the concern (contextual safeguarding), including any known links to gangs, county lines, criminal exploitation or online activity;
- put in place a safety and support plan for the student, proportionate to the level of risk identified, which may include pastoral support, a change to supervision arrangements, or referral to specialist services;
- consider whether other students are at risk and whether action is needed to de-escalate peer conflict;
- make a referral to Trafford Children's First Response and/or the police where the threshold for statutory intervention is met, and consider raising the matter at a multi-agency panel (e.g. through the Trafford Strategic Safeguarding Partnership contextual safeguarding arrangements) where relevant;
- record the concern, decisions and actions on CPOMS.

The school recognises that a child involved in serious violence may themselves be a victim of coercion or exploitation and will consider this alongside any behavioural or disciplinary response, in line with the Behaviour Management Policy and Child Criminal Exploitation guidance in the glossary of this policy.

Preventative work is embedded in the curriculum, and staff are directed to the Home Office's Preventing youth violence and gang involvement guidance and Criminal exploitation of children and vulnerable adults: county lines guidance for further information.

Elective Home Education

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at



home, KCSiE recommends that the LA in which the child resides, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Staff Learning and Development

Learning about safeguarding is given a high priority at Loreto Grammar School. Expertise is extended effectively and internal capacity is built up. Managers ensure that staff regularly undertake a range of learning to promote safe practice in classrooms, around the school and off site. Staff working at our school maintain an attitude of 'it could happen here' where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the best interests of the child.

Induction

All new staff to the school have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one 'Keeping children safe in education 2026'
- School Behaviour Policy
- Child-on-child Abuse Policy
- School procedure for Children Missing from Education
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance
- The role of the designated safeguarding lead
- Trafford's Early Help process

Specialist Training

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Mental Health Leads
- Transgender issues and non-conforming young people
- Suicide Prevention
- Self harm
- Eating Disorders
- Domestic Abuse
- Designated Teacher for Looked After Children

Learning Materials and Resources

A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Leaflets
- Online learning
- Posters in the staff room detailing referral processes and key topics
- Safety Spotlights
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- Training



Recording Training

All learning and training is documented either as part of the member of staff's personnel file or the central Safeguarding file held by the DSL, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process.

Safeguarding is always re-visited with staff at least on an annual basis to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

Responding to Disclosures

All staff should know what to do if a child tells them he/she/they are being abused, exploited or neglected including child-on-child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. This form of abuse can also take place in an intimate relationship between peers. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. (Full details in Child-on-Child Abuse Policy)

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

Appropriate training events are offered to all those who work on behalf of Loreto Grammar School working and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the school.

As and when required, other external agencies may be consulted to assist with staff learning and development.

Students' use of the internet on their own devices

Students are expected to turn off their mobile phone as they enter School and leave their phone in their secured locker throughout the day. This expectation is detailed in the Mobile Phone Protocol which is printed in the students' planner. There is a dual purpose for this expectation; the learning of students is not interrupted by inappropriate use of devices such as phones and students are safeguarded from inappropriate contact and content whilst in a learning environment. This reflects the Department for Education's expectation, reinforced in Keeping Children Safe in Education 2026, that schools operate as mobile phone-free environments by default.

Sixth Formers are permitted to bring their own device into School but are restricted as to where these devices can be used. Their devices will also have limited access to the internet via our use of Sophos UTM. In addition, all School devices are protected by a monitoring system called Securus which is used in School to monitor internet searches and written documents.

Securus captures are checked by a DDSL and any concerns are brought to SLT weekly. Concerns and actions are recorded on CPOMS. Staff understand the role of Securus in safeguarding our students and remind them of its use. In addition, if



School devices are used in a lesson, their use is either physically monitored by staff watching screens of users or live supervision by staff on a console with device management software.

Sophos Central, our advanced filtering system, fortifies school cybersecurity through robust content filtering. It ensures a secure online environment for students by blocking malicious websites and inappropriate content. By preventing unauthorized access and proactively blocking potentially harmful online elements, Sophos Central serves as a stalwart guardian of the school's network integrity and safeguards our students.

Please also see the Online Safety Policy.

Safer Recruitment

Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Pre-Employment Checks

Checks undertaken include:

Enhanced Disclosure and Barring Service check	Including Barred List Check (if working regulated activity)
Two professional references	Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union
Identity confirmation	Including checking for name changes
Qualification check	Confirmation of professional registration (if appropriate); Prohibition from teaching check (only if employed as a teacher); Section 128 direction check if appropriate
Establish confirmation of physical and mental fitness for the role	Including verification of candidate's mental and physical fitness to carry out the work

A member of the senior leadership team and a named governor will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Best practice is checking the name on their birth certificate, where this is available.

Safer Recruitment Training

Some of our senior leaders, HR and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the school (paid or unpaid) will be trained in safer recruitment. This training is refreshed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and for the need of confidentiality.

Overseas Staff and Supply Agencies

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the school, and that they will be expected to present identification upon arrival. More information can be found in Appendix 2 relating to when a barred list check would be carried out.



References will always be sought before confirming a person's appointment, these will be in writing from previous employers, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in the school. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

Managing Allegations Against Professionals Who Work with Children

All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors, are dealt with in line with the school's Managing Allegations Policy.

What Counts as an Allegation

An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:

- 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 such a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This applies to any child the member of staff has contact with in their personal or professional life.

Reporting an Allegation

All staff are reminded of the school's Whistleblowing Policy, which may be found in the HR Toolkit.

Allegations regarding members of staff at Loreto Grammar School must be reported immediately to the headteacher, or in their absence, the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition, if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.

Any allegations concerning the headteacher should be referred to the Chair of Governors using the contacts details set out in the key information section of this policy.

Referral to the LADO

Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.

Initial discussions with the LADO will consider the nature of the allegation and the course of action.

Allegations Involving Supply Staff

Whilst the School does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.



The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Referral to the DBS and Teaching Regulation Agency

The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not left. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person

Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Low-Level Concerns

The governing body should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

As part of our whole school approach to safeguarding, the School ensures that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The step-by-step process, indicative timescales, and the support available to an individual against whom an allegation is made, are set out in Appendix 17.

Controlling access to school premises

Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or students. It's enough for a member of staff or a student to feel threatened.

The school should tell an individual that they have been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.

A school can either:

- bar them temporarily, until the individual has had the opportunity to formally present their side; or



- tell them they intend to bar them and invite them to present their side by a set deadline

After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.

The Department for Education (DfE) does not get involved in individual cases.

We do not knowingly allow any person on to school grounds who:

- is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
- is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice

If you do not disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.



Glossary

A Child	A person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Can be a form of sexual harassment (see child on child definition).
Child abuse linked to faith or belief (CALFB)	Can happen in families when there is a concept of belief in witchcraft and spirit possession, demons or the devil acting through children or leading them astray; the evil eye or djinns and dakini; ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list.
Child Criminal Exploitation	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. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
Child on Child Abuse (Previously known as Peer-on-Peer Abuse)	Children can abuse other children and it can take many forms, both inside and outside of school/college and online. This can include (but is not limited to): bullying; abuse within intimate partner relationships; physical abuse; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting and initiation/hazing type violence and rituals.
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	A form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN – a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability – a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Contextual Safeguarding	An approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Recognises that relationships young people form in their neighbourhoods, schools and online can feature violence and abuse.



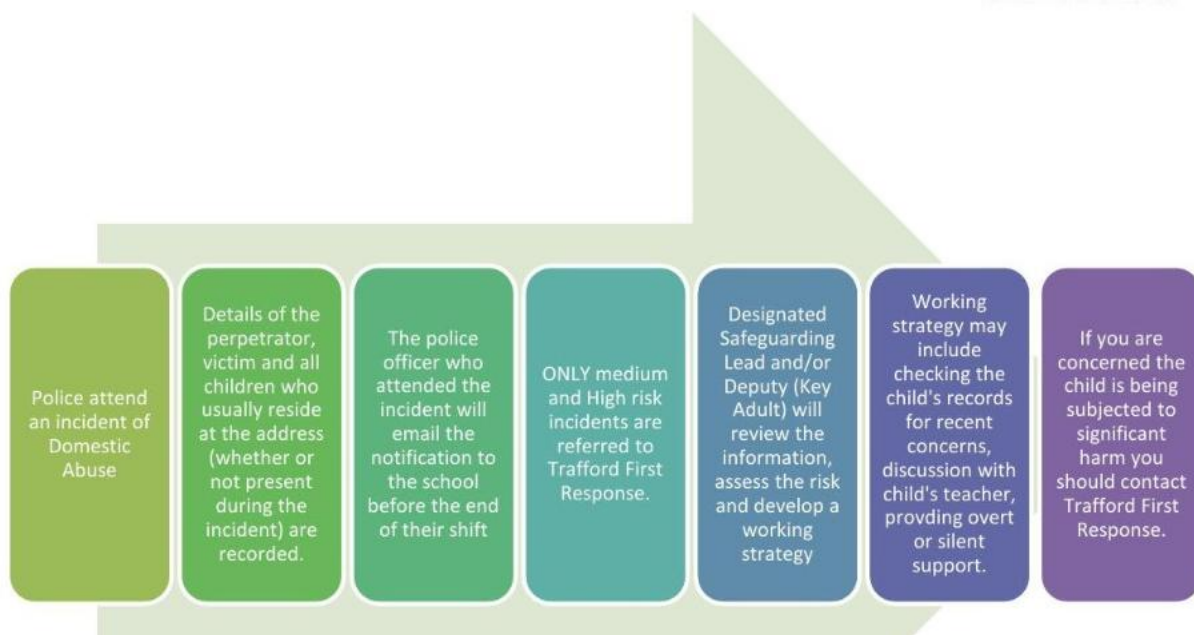
County Lines	A term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". Children and vulnerable adults are exploited to move, store and sell drugs and money.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, friendship or peer acceptance, cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	Any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality. Can encompass psychological, physical, sexual, financial, emotional abuse, harassment and stalking, controlling behaviour and coercive control.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. May involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
Female Genital Mutilation (FGM)	A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Groups tend to fall into three categories: peer groups, street gangs and organised crime groups. A Street Gang is a relatively durable, predominantly street-based group of children who see themselves as a discernible group for whom crime and violence is integral to the group's identity.
Hate	Hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.
Honour-based violence	A violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Consensual and non-consensual sharing of nude/semi-nude images	Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal. Can include photos, videos, tracings and derivatives of a photograph, and data that can be converted into a photograph. This includes images that are digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'. The term 'images' includes all visual content, such as photographs, videos and livestreams.
Initiation/Hazing	A form of initiation ceremony used to induct newcomers into an organisation. Many rituals involve humiliation, embarrassment, abuse, and harassment.
Mental Health	Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state.
Modern Slavery	Encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can include sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Operation Encompass	Operates in all police forces across England. Helps police and schools work together to provide emotional and practical help to children after a domestic abuse incident.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
Private Fostering	An arrangement made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close



	relative, for 28 days or more.
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse.
Serious Violence	Specific types of crime such as homicide, knife crime, and gun crime and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug dealing.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities. May involve physical contact or non-contact activities such as involving children in looking at sexual images or grooming.
Sexual harassment between children	'Unwanted conduct of a sexual nature' that can occur online and offline, likely to violate a child's dignity or create a hostile, offensive or sexualised environment.
Sexual violence between children	Sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.
Trafficking	The recruitment, transportation, transfer, harbouring or receipt of persons by threat, force, coercion, abduction, fraud or deception, for the purpose of exploitation.
Upskirting	Typically involves offenders taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks.

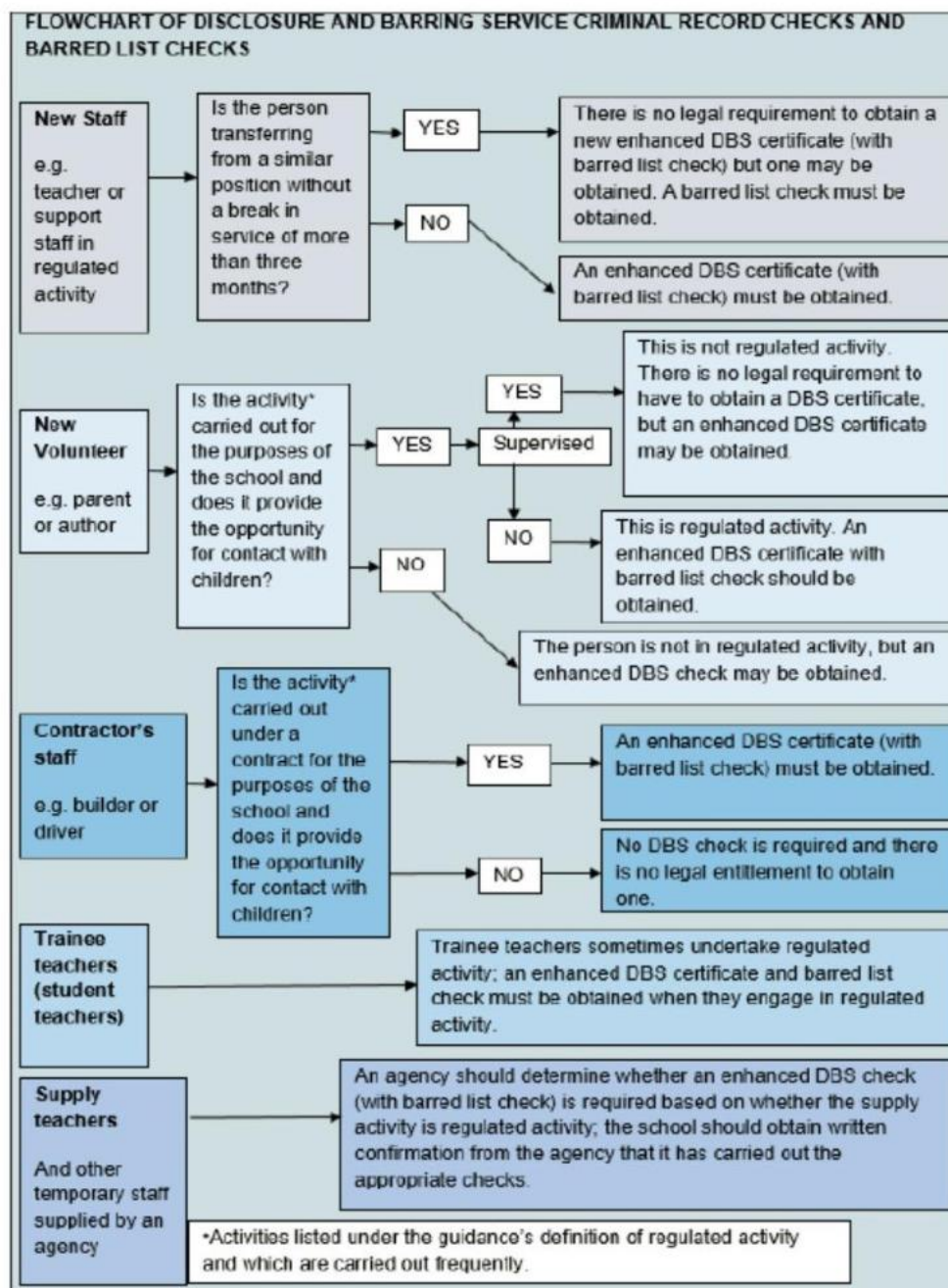
Appendix 1 – Operation Encompass Flowchart

Appendix 1 Operation Encompass Flowchart



Appendix 2 – DfE Flowchart on DBS Checks and Barred List Checks

Appendix 2 – DfE Flowchart on DBS checks and barred list checks





Appendix 3 - HM Government Guidance

What to do if you're worried a child is being abused – Advice for practitioners

[Government website](#)

Appendix 4 – Contact Details Trafford and Other Authorities

Organisation	Contact details
Trafford Children's First Response – Children's Social Care	0161 912 5125 – www.trafford.gov.uk/firstresponse – firstresponse@trafford.gov.uk
Local Authority Designated Officer (LADO)	0161 912 5125 – FirstResponse@trafford.gov.uk / LADO@trafford.gov.uk
Trafford Strategic Safeguarding Board	0161 912 8687 – TSSP@trafford.gov.uk
Police	Non-emergency – 101; Emergency – 999
Social Care Out of Hours Emergency Duty Team	0161 912 2020
NSPCC Whistleblowing Helpline	See NSPCC website
NW Counter-Terrorism Unit Channel Team	0161 856 6362 – channel.project@gmp.police.uk
Trafford Strategic Safeguarding Partnership – Training address	TSSP.learning@trafford.gov.uk

Further local directories of services:

- Trafford Directory of Services
- Greater Manchester Directory of Support
- Salford Children and Families – Salford City Council
- Warrington – children, young people and families
- Cheshire East – Livewell
- Stockport – Family Services Directory
- Cheshire West and Chester – Livewell

Appendix 5 – Department for Education: Child Sexual Exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017. See Government website.

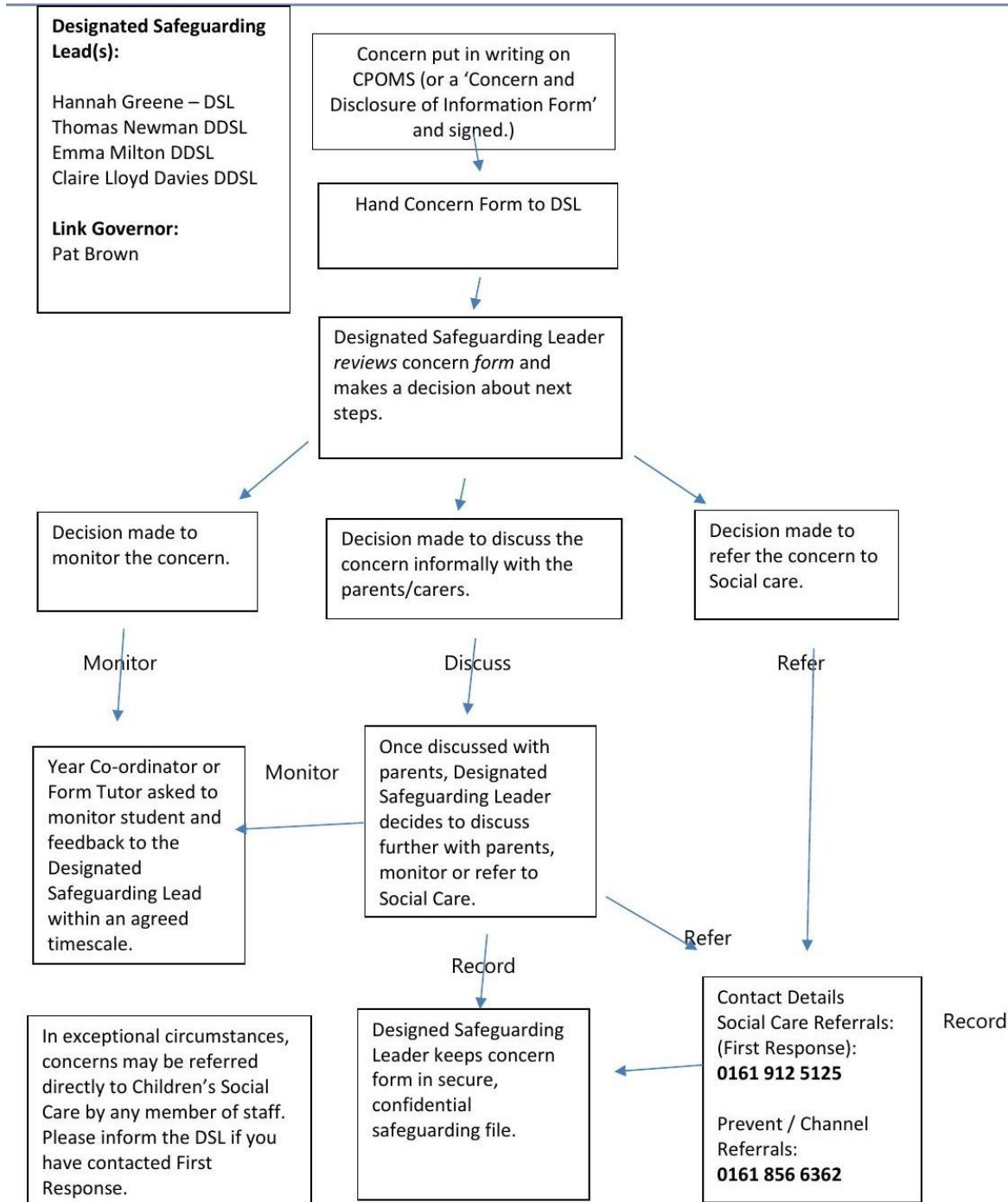
Appendix 6 – UK Council for Child Internet Safety Guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people – 2017.



Appendix 7 – Reporting of and Response to Concerns Raised at Loreto Grammar School

Flowchart for raising safeguarding concerns about a child:





Appendix 8 – Children Missing from Education Procedure

Loreto Grammar School will enter students on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the student will attend the school. If a student fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the student's whereabouts and consider notifying the local authority at the earliest opportunity.

Day 1 – AM Registration

Step 1	Step 2 (Attendance Officer)	Step 3	Step 4	Step 5
Absence messages taken and absence recorded in SIMS. Registers taken – students marked N for whom no notification received.	Check Inventory; check music lesson rota; check lesson one mark.	Updates SIMS and annotate reason for change.	Send absent alerts to remaining N marks / ring N contact where relevant. Print 1st day absence report.	Update SIMS and annotate reason for change.

Day 1 – PM Registration

Step 1	Step 2 (Attendance Officer)	Step 3	Step 4	Step 5
Afternoon registers taken; students marked N in PM reg.	Check Inventory; check music lesson rota; check lesson five mark.	Updates SIMS and annotate reason for change.	Send absent alerts to remaining N mark if definitely not in school; ring N contact where relevant.	Update SIMS and annotate reason for change.

In addition: for any 'red alert' students, ring available contact immediately after establishing they are definitely not in School; ring Trafford for students causing concerns/no response from contacts.

Day 2 – AM and PM Registration

The same five-step process is repeated on Day 2, with Step 4 escalating to ringing contacts to establish reason for absence for the previous and current day, and (PM) still no response from contacts leading to ringing Trafford for students causing concern.

Attendance Strategies – Poor Attendance and Celebrating Attendance

Step 1	Step 2	Step 3	Step 4	Step 5
Attendance monitored by Attendance Officer and Assistant Headteacher.	Form Tutors to discuss with students.	If there are concerns re attendance: Attendance Letters sent to parents; AHT/AO/Year Co-	Warning Letter sent to parents that LA will be informed if no improvement and student is PA.	Penalty Notice request issued to LA if meets criteria. PA reported to LA at the end of each term.



Weekly reports provided to Form Tutors and Year Co-Ordinators.		ordinator meetings with students; letters requesting medical evidence to authorise further absence.	Possible EWO home visit if needed. Attendance Officer will inform LA if a student has had a 10 day unauthorised absence from school.	
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Improvement following attendance intervention: done meeting with Assistant Headteacher/AO, improved attendance cards, reward – continue to monitor.

Celebrating attendance: weekly reports provided to Form Tutors and Year Co-Ordinators; 100% Certificates handed out termly; End of Academic Year Celebration Assemblies; letter sent to parents commending student 100% attendance.

The Attendance officer will inform the LA when a student is removed from the register at a non-standard transition point.



Appendix 9 – Trafford Strategic Safeguarding Partnership Level of Need

[Levels of need | Trafford Council](#)

Appendix 10 – Trafford Multi-Agency Safeguarding Arrangements

[TSSB Multi-Agency Arrangements \(traffordsafeguardingpartnership.org.uk\)](https://traffordsafeguardingpartnership.org.uk)

Appendix 11 – Safe Lives Risk Identification Checklist

Safe Lives Risk Identification Checklist for the identification of high risk cases of domestic abuse, stalking and 'honour'-based violence: Young People's Version with practice guidance.

[DASH risk checklist and FAQs - SafeLives](#)

Appendix 12 – Trafford DA Support Services guidance document

[Support for people in abusive relationships | Domestic abuse | Trafford Council](#)

Appendix 13 – Virtual School Guidance

Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)
Designated teacher for looked-after and previously looked-after children - GOV.UK

Appendix 14 – Example of Proforma for Reporting Concerns

Safeguarding – Reporting a cause for concern/information disclosed to you. (Ensure that you are familiar with KCSIE Part 1 and the Safeguarding and Child Protection Policy. You will also have completed IHasco training.)

This information must be passed to the Examinations Officer promptly who will alert the DSL.

Field	Detail
Name of student	
Form (if known)	
Date and time of Disclosure/Concern	
Location	



Date of incident	
Relevant details	
Signed by	

Appendix 15 – Procedure for Managing an Allegation Against a Member of Staff, Volunteer or Contractor

Immediate steps (Day 1)

- Report the concern immediately to the headteacher or, in their absence, the deputy headteacher. Allegations about the headteacher go directly to the Chair of Governors.
- Do not investigate, question the child, interview witnesses, or approach the individual concerned yourself- this is for the LADO and/or police to direct.
- Make a factual, signed and dated written record as soon as possible, using the child's own words where relevant, and pass it to the headteacher/DSL.
- Maintain confidentiality: only those who need to know are told, to protect the individual, the child, and the integrity of any investigation.
- If you feel you may yourself be at risk of an allegation, self-report to the headteacher or Chair of Governors as soon as possible.

2. Referral and initial decision (within 1 working day)

- The headteacher (or Chair of Governors, where the allegation concerns the headteacher) refers concerns that meet the allegation threshold to the Local Authority Designated Officer (LADO) within one working day (see Appendix 4 for contact details, and Appendix 18 for the LADO process flowchart).
- Information is not shared with the individual concerned until this has been discussed with the LADO, as early disclosure can compromise a police or social care investigation.
- The LADO will discuss the nature of the allegation and agree next steps — this may include a strategy discussion, a police investigation, a children's social care assessment, and/or an internal disciplinary process.

3. Risk management pending investigation

- The governing body (in consultation with the LADO) will decide whether the individual should be suspended, redeployed to duties without student contact, or continue in their normal role while enquiries take place — suspension is not an automatic response and alternatives are considered first, in line with KCSIE.
- Where the individual is employed by an agency or contractor, the school will not decide to cease using that individual without first establishing the facts and liaising with the LADO.

4. Timescales

Every effort is made to resolve allegations as quickly as possible, consistent with a thorough and fair process. As a guide:

Stage	Target timescale
Report to headteacher/DSL	Immediately
Referral to LADO	Within 1 working day of the allegation being received
Initial LADO discussion / strategy decision	Within 2 working days of referral
Straightforward cases (no police or social care investigation required)	Concluded within 1 working month of referral where possible
Cases involving a police investigation or children's	Timescale set by the police/LADO; the school will be



social care	kept informed and will review the individual's status regularly (at least every 4 weeks) while the case is open
Case review / closure recorded	Within 1 working week of the outcome being confirmed by the LADO

5. Support and advice for the individual concerned

The school recognises that being the subject of an allegation is distressing, and that the individual is entitled to support throughout the process, in line with the school's duty of care:

- the individual will be informed of the nature of the allegation and kept updated on progress, except where this would place a child at risk or prejudice an investigation, on the advice of the LADO or police;
- the individual will be given the name of a named contact within the school (usually a member of the senior leadership team not involved in the investigation) for updates and support;
- the individual has the right to be accompanied or represented by a trade union representative or workplace colleague at any formal meeting;
- the individual will be signposted to confidential welfare support, including Education Support (the education sector's staff wellbeing charity, freephone helpline 08000 562 561) and, where applicable, the school's Employee Assistance Programme;
- where a case is not substantiated, the school will consider (in discussion with the LADO) how to support the individual's return to their normal duties and reputation, including a clear written outcome for their personnel file.

6. Recording outcomes and onward referral

Outcomes are categorised, in line with KCSIE, as substantiated, malicious, false, unsubstantiated or unfounded, and the outcome and reasoning are recorded on the individual's confidential personnel file and retained until the individual's normal retirement age or for 10 years from the date of the allegation, whichever is longer.

Where a person in regulated activity is dismissed or removed (or would have been, had they not left first) because of safeguarding concerns, the school will make the appropriate referral to the Disclosure and Barring Service and, for teachers, will consider whether to refer the matter to the Secretary of State via the Teaching Regulation Agency, as set out earlier in this policy.

Appendix 16 – Trafford LADO Process Flowchart

[Professional Allegations Flowchart](#)

Professional Allegations Flowchart



If you become aware of a situation meeting the following criteria you should follow the steps below.

1. An adult working with children has behaved in a way that has harmed, or may have harmed a child;
2. possibly committed a criminal offence against, or related to a child;
3. behaved towards a child or children in a way that indicated they may pose a risk of harm to children; or
4. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Without delay inform the setting manager or deputy in their absence.

Manager will contact the LADO within 1 working day if they are satisfied that any of the 4 criteria above are met.

If the allegation is in relation to the setting manager you should contact the setting owner.

LADO will advise the setting manager and devise a plan of action for progressing any investigation.

Should the setting owner also be the manager then you should either contact the LADO directly or the Ofsted Whistleblowing Hotline.

Local Authority Designated Officer (LADO) for Trafford – Anita Hopkins

Telephone: 0161 912 5125

Referral Form: <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>

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