Saint Ambrose College
Child Protection
and
Safeguarding Policy

Reviewed	To be reviewed
September 2026	September 2027

This Policy and Procedure has been approved and adopted by the governing board and will be reviewed annually.

RATIONALE

The aim of the College is to foster a community in which each member of that community is afforded every opportunity to realise their full potential. There is no discrimination (positive or negative) towards any group within the College. All members of the College community have an opportunity to guide the progress of the College.

In order to achieve this aim we:

- Maintain a culture of vigilance whereby the College's commitment to safeguarding and the welfare of all staff and students is the highest priority.

- Provide a well-ordered caring environment where self-discipline is emphasised and students are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.

- Demand of the students the highest possible standards while supporting them with a system of pastoral care that promotes respect for all in the community. We therefore value highly good manners, courtesy and fairness.

- Offer support and guidance for all the students as they take advantage of the wide opportunities offered to them within the College enabling them to make full use of their talents and so contribute to the good of the whole College.

- Seek to develop the College as a vibrant Christian community where students will learn to integrate their Catholic faith and culture "seeking first the kingdom of God" and enabling them to be "ambassadors of Christ".

GOVERNING BODY DECLARATION

The Governing Body is committed to providing a safe working environment and improving the quality of working lives for all staff and students. The College Child Protection and Safeguarding strategy aims to support our mission and core values of freedom of thought and expression, freedom from discrimination and the recognition that the College's staff and students are its greatest asset.

The Governors are committed to being good employers, and to doing all they can to ensure the health, safety and welfare of all the staff and students. They consider that this is good for individual staff, good for the community of staff and good for the students. It contributes to the pursuit of a high-quality service, and the development and maintenance of high standards.

The principles on which this policy is based are:

- fairness to all,
- harmonious employment relations,
- good working standards and practices,
- positively promoting the well-being of all our staff,
- avoidance of disruption to students' education as far as is reasonably practicable,
- clear and understood health and safety management procedures,
- a recognition that relevant training is necessary,
- prompt action by leaders.

INTRODUCTION

All staff share an objective of keeping children and young people safe and have a duty "to safeguard and promote the welfare of children" in accordance with sections 175 /157 of the Education Act 2002. [See Appendix 1].

We recognise our legal duty to safeguard all students in accordance with the statutory guidance "Keeping children safe in education" (September 2026) Part 1. Link can be found in Appendix 2].

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

- Information sharing: advice for practitioners who are providing safeguarding services;
- Full Training in and information on safeguarding;
- Part one of 'Keeping children safe in education 2026)
- This Child Protection & Safeguarding Policy;
- School Policy for Children Absent from Education and Children Missing Education (CME)
- Staff Code of Conduct.

All staff must sign to confirm they have complied with the above.

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:

- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct (MAT)
- IT/Online Safety Policy
- Whistle blowing Policy
- Children Absent from Education Policy

POLICY PURPOSE AND PRINCIPLES

The welfare of children is paramount. All children regardless of age, gender, ability, culture, race, language, religion, sexual identity, have equal rights to protection.

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that St Ambrose has 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.

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm and report this to the designated safeguarding lead (DSL). Information in relation to the DSL is in paragraph 9 below. The DSL is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.

The DSL will maintain appropriate safeguarding knowledge and skills through formal training at least every two years and through regular safeguarding updates, briefings and continuing professional development.

The DSL co-ordinates the College's representation at multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for the College'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 Assessment)
- Social Care Strategy Meetings
- Child in Need Meetings
- Initial Child Protection Conferences
- Review Child Protection Conferences

The DSL will ensure the submission of written reports for relevant multi-agency meetings (relevant meetings named above).

When an individual concern/incident is brought to the notice of the DSL, 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 assessment– Level 2 of the Level of Need).

If the College identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and the College is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early help assessment. We will utilise our internal support network as appropriate, e.g. the College's counsellor and document the Early help assessment provided on our own internal systems (CPOMS). This is just for cases that are at Level 2 of the Level of Need[1].

When engaging other services outside of the College to form part of a Team around the Family, we will utilise Trafford's Early help assessment[2] to ensure this is formalised in a consistent way for all agencies involved at that point. Where necessary the College will complete an Early help assessment to identify specific needs that require the assistance of other services outside of the College.

If a child is in immediate danger, contact will be made with the police via 999.

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[3] via the online referral form and / or over phone for other authorities.

Whilst any professional can make a referral to children's social care, in the College we expect all staff where practically possible to always discuss their concerns with the DSL 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 DSL as soon as practically possible

[1] The Trafford Strategic Safeguarding Partnership Level of Need is a document that provides a useful guide for professionals to determine what level of service provision is appropriate and proportionate, based on the individual child and family's needs - https://www.traffordsafeguardingpartnership.org.uk/Docs/Safeguarding-children-young-people/Levels-of-Need-document.pdf

[2] Trafford's Early help Assessment is an assessment of emerging and existing needs of a child and/or their family to ascertain their strengths and development needs, in addition to forming an action plan to manage any risk and to deal effectively with the emerging and/or existing needs to ensure they have the best possible outcome without the need to escalate to statutory services.

[3] Trafford Children's First Response is the Front Door to Children's Services in Trafford Council. It comprises of Children's Social Care, Intensive Family Support, Police, Health and Mental Health, IDVA support and a Specialist Education Practitioner.

thereafter. All relevant contact details for children's social care will be kept by the safeguarding team and logged in CPOMS.

All verbal conversations that take place regarding safeguarding concerns will promptly be recorded on CPOMS.

Students and staff involved in Child Protection issues will receive appropriate support.

CREATING A SAFEGUARDING CULTURE

Safeguarding is a priority across all aspects of the College's work and this policy underpins the rigorous practice that takes place in the College to best protect the students.

Safeguarding and promoting welfare of children is defined as Working together to safeguard Children 2026 as guidance and activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm that occurs inside or outside the home, including online. Effective safeguarding means all adults working with young people should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which impact children and families' lives.

- 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 in line with the outcomes set out in the Children's Social Care National Framework.

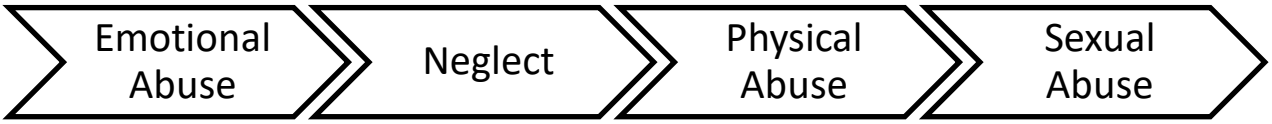
At St Ambrose we do all we can to ensure that every child flourishes.

All staff in school have a clear responsibility and have a particularly important role and position have the responsibility as shown in (KCSIE26)

- All staff are aware they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All staff are expected to maintain professional curiosity. This means respectfully exploring and questioning information, observing patterns and seeking clarification where a child's presentation, behaviour, circumstances or disclosures may indicate abuse, neglect, exploitation or other safeguarding concerns.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- At St Ambrose we understand that any child could benefit from 'early help' but we are particularly alerted to the potential need of early help for a child who is disabled or has health condition, has an EHCP, has a mental health need, is a young carer, is being drawn into gang involvement and association with organised crime groups or county lines, goes frequently missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school, is being radicalised or exploited, has a parents or carer in custody, or is affected by parental offending, is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, is misusing alcohol and other drugs themselves, is at risk of so-called honour based, is a privately fostered child.

- Any staff member who has any concerns about a child's welfare should follow the processes set out in KCSIE26 and this policy.
- All Staff should expect to support social workers and other agencies following any referral.
- All staff should be aware of The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff are aware of the categories of abuse, which are:



Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Emotional abuse 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
Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
Seeing or hearing the ill-treatment of another
Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet)
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to:
Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
Protect a child from physical and emotional harm or danger
Ensure adequate supervision (including the use of inadequate care-givers)
Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Other Definitions and signs and symptoms of the four categories of abuse can be found in Appendix 3

Staff are also made aware of other key safeguarding topics:

Online Safety, Bullying & Cyberbullying	Child Sexual Exploitation	Children with SEN and/or disabilities	Contextual Safeguarding
Criminal Exploitation '*County Lines*'	Domestic Abuse	Early help assessment	Female Genital Mutilation
Gangs & Youth Violence	Hate	Child-on-Child Abuse	Preventing Radicalisation & Extremism
Private Fostering	Relationship Abuse	Sharing of nudes and semi-nudes	Trafficking

The definitions of the above can be found in the Appendix 3. Information and learning relating to the above topics is shared in the College, but staff are also encouraged to undertake their own learning.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) is also a key safeguarding topic, which all staff are aware of and report their concerns regarding CSE via the College's normal reporting channels. The definition of child sexual exploitation can be found in Appendix 3.

Staff are directed to the NSPCC's website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/. The College recognises and adheres to its mandatory duty to report any suspected or known cases of FGM about a female under 18 years old to the police.

If a member of staff becomes aware of a private fostering arrangement, they will notify the DSL 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.

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

Relationship abuse can be where a child may see, hear or experience its effects of domestic violence (Keeping children safe in education 2026)

Child-on-Child Abuse

Incidents of Child-on-Child abuse may need to be dealt with in various ways, incidents of bullying will be dealt with via the College's anti-bullying policy and behaviour policy. Incidents which take place outside of the College may need to be addressed in the College however the College are clear that where professional advice needs to be sought from external partners, it will be. The College'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.

All staff at St Ambrose College will be trained that Child-on-Child abuse can exist and students will be taught about specific issues and how to report them and be kept safe. Child-on-Child abuse (KCSIE 2026) is most likely to include but may not be limited to:

- bullying, including cyber bullying, prejudice-based and discriminatory bullying.
- abuse in intimate personal relationships between children (teenage relationship abuse)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or other psychical harm. This includes online element which facilitates, threatens and / or encourages physical abuse.
- sexual violence such as rape, this can include online element which facilitates or threatens or encourages sexual violence
- sexual harassment, such as sexual comments, remarks and jokes and online sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or engage in a sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and / or videos including AI – generated, altered or manipulated images. (known as sexting of youth produced sexual imagery)
- upskirting: taking a picture under a person's clothing without permission with intention to see their genitals for sexual gratification, or cause the victim humiliation, distress or alarm and
- initiation/hazing type violence and rituals

In respect of sexual violence and sexual harassment between children, the College takes a proactive approach to prevent such incidents from taking place. We incorporate the following into PSHE sessions: healthy relationships, people who help us, British values, in an age-appropriate way for the year groups in the College. We also have Sex and Relationship Education in the school timetable, in line with DfE guidance, national curriculum and the Catholic Church. Student should inform their form tutor or a member of staff either in person or through the Confide system if they feel they have experienced or witnessed child on child abuse, the school will act accordingly.

In the case of Child-on-Child abuse, this includes Child-on-Child sexual violence and sexual harassment. All staff should follow the protocols set out in this document, our Code of Conduct and report the allegation to the DSL or deputy. The DSL or deputy will seek support from 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. Training will be provided. At St Ambrose we maintain the attitude that 'it could happen here' so we address all inappropriate behaviour. The DSL will monitor and record all forms of Child-on-Child abuse and we acknowledge that even if Child-on-Child abuse is not reported it may still be taking place. See appendix 5.
The college will provide training, CPD for all staff and appropriate guidance for all students through PSHE, pastoral and other curriculum on Sexual Harassment and violence. The college will ensure there is a consistent and collaborative approach. This will include appropriate and effective ways to report and monitor cases.

Here at St Ambrose, we have a zero-tolerance approach. We recognise that children can abuse other children. Abuse or inappropriate views will never be tolerated or passed off as "banter", "just having a laugh", "boys being boys" or "part of growing up". We understand that these thoughts can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We will continue to educate and empower our students on how to treat all with equality and dignity. Students will be assured that all incidents of abuse, neglect and exploitation, will be taken seriously and they will be kept safe, and they will never be given the impression that they are 'creating a problem' nor will they be made to feel ashamed for reporting.

Staff are trained and reminded children are at risk of abuse, neglect and exploitation inside and outside of the school/college, inside and outside of home and online.

Children will know that they can report any safeguarding concerns, including Child-on-Child Abuse to a member of staff or share it on Confide, which is on all PCs on the College network.

The College adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes advice for education settings working with children and young people'. 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 4. The term 'nudes and semi-nudes' includes images that have been digitally altered or wholly generated through artificial intelligence, including deepfake and deep-nude imagery. Any such incidents will be treated as safeguarding matters and managed in line with KCSIE26 and UKCIS guidance.

All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused, neglected or exploited – Advice for practitioners' for further help in identifying signs and symptoms of child abuse neglect and exploitation. This guidance can be found in Appendix 9.

Robust systems have been established in the College for dealing with safeguarding concerns. All allegations of child abuse neglect and exploitation, whether suspected or known will be treated seriously and in confidentially. Advice will be taken from Heads HR.

Staff at St Ambrose College will be trained about the impact of serious violence and its link to county lines. Staff will be able to identify the key indicators, such as increased absence from school, change of friendship groups, a significant decline in performance and change in wellbeing.

Instances of children who are absent from education are dealt with under the College's attendance policy, which sets out the College's approach to tackling this issue, and the steps the College will take when a child has poor attendance and/or are regularly missing. The school has a robust attendance policy which is inline with DFE guidance.

To assist with the above, and other incidents, parents or carers should ensure that the College has at least two up to date emergency contacts for their child/children. (We do ask for three contacts) This is to ensure the College has other means of contacting a key adult.
The College 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 College:

- Ensure staff can identify children who may be vulnerable to radicalisation, and know what to do when they are identified

- Build 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 College understands that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding barriers both on and offline. As a school we recognise that additional barriers can exist when recognising abuse, neglect or exploitation within this group. staff constantly challenge their own thought process in scenarios like this. At St Ambrose:

- Staff should be aware that communication differences, social interaction difficulties and cognitive understanding may make it more difficult for some children with SEND to recognise abuse, seek help or disclose concerns.
- Staff should not make assumptions or assume indications of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- We accept that students with SEND or certain medical conditions are more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- We understand that students with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- We understand and appreciate that students with SEND or certain medical conditions may have difficulties in communicating any issues and this could pose difficulties in managing and reporting these challenges, all staff will remain vigilant.
- We also appreciate that students with SEND or certain medical conditions may also be an issue with cognitive understanding where they may not be able to separate fact and fiction in online content and may repeat the content or behaviours in school and may not appreciate the consequences of doing so.

Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The Pupil Premium Lead is the appointed designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, supporting those in kinship care. We will discuss how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plan.

Children Potentially at Greater Risk of Harm

Some children have an increased vulnerability to abuse, neglect and exploitation. Staff should be particularly alert to safeguarding concerns relating to all staff will be given relevant information to support all students especially those who are at a greater risk listed below:

- Children with SEND
- Children who have a social worker
- Looked After Children
- Previously Looked After Children

- Children living in kinship care
- Young carers
- Children experiencing domestic abuse
- Children missing education
- Children experiencing mental health difficulties
- Children vulnerable to CCE or CSE
- Children at risk of radicalisation

POLICY AIMS

The aims of this policy are to:

- To establish and maintain a safe environment in which children can learn and develop.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.
- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of safeguarding issues and to equip children with the skills needed to keep themselves safe.
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support students who have been abused or abuse in accordance with this policy.

CHILD PROTECTION POLICY - ST AMBROSE COLLEGE - KEY POINTS

We recognise that because of the day to day contact with children, College staff are well placed to observe the outward signs of abuse. The College will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the College whom they can approach if they are worried. Students will be reminded who these adults are regularly
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Preventative education to educate, empower and support students to act appropriately in line with our ethos and to ensure they thrive

- Follow the procedures set out by Trafford Strategic Safeguarding Partnership (TSSP) https://www.traffordsafeguardingpartnership.org.uk/Home.aspx .

- Take account of guidance issued by the Department for Education

- Ensure every member of staff, volunteer and governors know the name of the DSL responsible for child protection, their deputy and their roles and responsibilities - Mr Groves and Miss Dean

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs/indicators of abuse and understand their responsibility for referring any concerns to the DSL

- Ensure that parents or carers have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations in the College prospectus

- Notify social services if there is an unexplained absence of more than two days of a student who is subject to a Child Protection Plan

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences

- Keep written records of concerns about children, even where there is no need to refer the matter immediately

ROLES AND RESPONSIBILITIES

The Principal is Mr Rainey

The designated safeguarding lead (DSL) for Child Protection is Mr Groves, Vice Principal.

The deputy designated safeguarding lead Miss Dean, Pastoral/Welfare Officer

The nominated Child Protection/Safeguarding Governors are: Mr M Arthur and Dr R Simpson.

The Governors

The governors:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- The governors evaluate and approve this policy annually, ensuring it complies with the law, and hold the Principal and DSL to account for its implementation
- The governors receive safeguarding reports at least termly and holds leaders to account for safeguarding effectiveness, statutory compliance and implementation of safeguarding policies and procedures.

- Are aware of their obligation under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) of its safeguarding arrangements
- Have appointed a Link Governor, Dr Simpson to monitor the effectiveness of this policy in conjunction with the full governing board.
- The governors will also make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
    - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors)
    - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse, neglect or exploitation being recognized
- When the premises are being used by other services the governors will:
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers: This is delegated to Mr Groves DSL and he updates the Principal regularly throughout the academic year.
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect or exploitation
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent. There will always be a DSL or Deputy DSL in school
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Responsibilities of the DSL or DDSL:

- To be appropriately trained, attending inter-agency training every two years
- To ensure all staff know who the designated safeguarding lead(s) are that is Mr Groves Vice Principal and Miss Dean (Deputy DSL) Behaviour and Welfare Coordinator
- To keep a record of staff attendance at Child protection training
- To be fully conversant with the policies and procedures of the College and of the Trafford Strategic Safeguarding Partnership (TSSP)
- To have a working knowledge of how TSSP operates and the conduct of a child protection conference and plan
- To refer cases of suspected abuse or allegations to the Multi-Agency Referral and Assessment Team (Trafford Children's First Response.)
- To act as a source of support, advice and expertise within the College
- To be able to recognise the signs/indicators of abuse and when it is appropriate to make a referral or seek further advice
- To ensure all teaching and non-teaching staff (especially new or part-time staff) are aware of or have access to, and understand the College's Child Protection Policy and their role within the policy
- To ensure all staff sign a declaration to say that they have received or read a copy of the College's Child Protection Policy
- To ensure all staff have induction training, updated every two years, and are able to recognise and report any concerns as soon as they arise
- To liaise with the Children and Young People Service (CYPS) and other agencies through a multi-agency approach where there are concerns about a student
- To liaise with the nominated Linked Governors and the Principal
- To ensure all records are kept securely in a locked location and separate from the main student file.
- To follow procedures where an allegation is made against a member of staff or volunteer.

- To be the first point of contact for external agencies that are pursuing Child Protection investigations.

- To ensure safe recruitment practices are always followed.

The DSL will also:

- Keep the Principal informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL Mr Groves and DDSL Miss Dean are set out in their job description.

GOOD PRACTICE

We recognise that children who victims of abuse, neglect or exploitation or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The College may be the only stable, secure and predictable element in the lives of children at risk. When at College their behaviour may be challenging and defiant or they may be withdrawn. The College will endeavour to support the student through:

- The content of the curriculum;

- The College ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued;

- The College behaviour policy, which is aimed at supporting vulnerable students in the College;

- The College will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred

- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, (CAMHS) Education Welfare service and Educational Psychology service;

- Ensuring that, where a student on the Child Protection Plan leaves the College their information is transferred to the new school immediately and that the child's social worker is informed.

OPERATION ENCOMPASS

Saint Ambrose College works in partnership with Trafford Safeguarding Board and Greater Manchester Police as part of Operation Encompass which is designed to provide early reporting to schools of any domestic abuse incidents that occur outside of school but which might have an impact on a child attending school the following day. This information will be shared on school days during the school term. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At Saint Ambrose College, our Key Adult is Mr Groves (Vice Principal). Mr Groves will be able to use information that has been shared with him, in confidence, to ensure that the College is able to support children and their families.

Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident. We always endeavour to offer the best support possible to our students and believe that Trafford Encompass is going to be beneficial and supportive for all concerned children and families.

GUIDANCE FOR STAFF

We recognise that staff have a particular responsibility to care for and look after all students and that through poor practice staff may deliberately or unintentionally put themselves or students at risk. All staff working for the College will therefore:

- Treat all students fairly and with respect, abiding to other relevant policies
- Set a good example by conducting themselves appropriately
- Encourage positive, respectful and safe behaviour among students by modelling good behaviour themselves
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand this document the - College's Child Protection/ Safeguarding policy and related guidance documents such as behaviour policy, anti-bullying policy and procedures, as well as rules on physical contact with students, and duties regarding the sharing of information. A record of compliance will be retained to evidence that compulsory training has taken place.
- Only communicate with students and parents /carers via the formal methods available via the office or use College email addresses, VLE or College mobile phones and not provide students or parents with personal contact details.
- Maintain a professional distance from students in conversation and interaction, avoiding the use of sexualised or derogatory language.
- Be aware that personal and/or family circumstances for some children may lead to an increased risk of abuse.

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

- Do not have social media/online networking contact with students unless through an approved College facility such as the College Twitter account.

- Only provide transport for students on organised College trips, with the prior agreement of parents and only provide transport in College minibuses.

- Always ensure that classroom doors are not locked, blocked or blacked out whilst the rooms are occupied.

- Never be alone with one student in an isolated environment.

- Report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff.

- Always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.

- Advise a member of the senior leadership team of any regular social contact they have with a student which may give rise to concern.

- Report and record any situation, which they feel might compromise the College or their own professional standing.

- All safeguarding information should be recorded on CPOMS and the relevant student educational record.

- Avoid meetings with students in remote, secluded areas of the College.

Recognise that failure to adhere to these and other sensible and professional methods of working with students may lead to disciplinary action.

FURTHER INFORMATION AND GUIDANCE

Safer Recruitment - See separate recruitment policy
Senior leaders 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.

Checks undertaken include:

- Enhanced Criminal Records Bureau Check
- Two professional references
- Identity confirmation
- Qualification check
- Staff suitability declaration (if appropriate)
- Establish confirmation of physical and mental fitness for the role
- Barred List Check (if working regulated activity)
- Overseas police checks (if appropriate)
- Confirmation of right to work in the UK
- Confirmation of professional registration (if appropriate)
- Prohibition from teaching check (only if employed as a teacher)

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the College's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. Mr Groves and support staff will use StaffSafe via CPOMS to ensure all checks are updated and recorded.

A member of SLT will conduct an online search as part of due diligence on shortlisted candidates to help identify incidents or issues that may be explored further at interview.

Many of the senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position working in the College (paid or unpaid) will be trained in safer recruitment.

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.

All contracts with supply agencies are specific about what checks need to be complete before any individual commences work at the College, and that they will be expected to present identification upon arrival.

References will always be sought before confirming a person's appointment, these will be written and about previous employment, 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.

Abuse of Trust
All staff at the College must be aware that inappropriate behaviour towards a student is unacceptable; staff conduct towards students must be beyond reproach. Staff must adhere to the Teachers' Standards, the College Code of Conduct and be models of good behaviour.
It is an offence for a person over the age of eighteen to have sexual relations with a person under the age of eighteen where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the College staff and a student is a criminal offence even if that student is over eighteen years old.

Children who may be vulnerable
To ensure all children have equal protection we will give special consideration to children who are:

- Disabled or have special educational needs or certain health conditions
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality
- Students who are LGBTQ may experience targeting from other students, we also are aware that some students who are perceived by others to be part of this group, maybe targeted. Through education and support we will ensure there is a trusted adult who can support students and educate others we are aware that this abuse may taka place online
- Involved directly or indirectly in child sexual exploitation or child trafficking
- Do not have English as a first language

Managing allegations against professionals who work with children
At St Ambrose we follow the mantra that 'if it doesn't feel right you should share'. For all concerns about another staff member a member of staff should see the Principal. All staff are directed to the whistleblowing policy.

Concerns and Low-Level concerns may relate to behaviour occurring both online and offline.

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.

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Principal, where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved
Suspension of the accused will not be the default position and 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 there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- 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 the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example working from home.
- The case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and local authority children's social care where they have been involved.

Definitions for outcomes of allegation investigations
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, or to cause harm to the subject of the allegation
False: there is sufficient evidence to disprove the allegation
Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations
In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The member of staff will be given names contact to support them and offer advice. This will usually be the line manager; a colleague and their trade union representative. The school will also offer any medical support required and staff will be offered the opportunity to contact Trafford counselling service if they wish.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are

ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If St Ambrose College is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution
The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into consideration information provided by the police and/or local authority children's social care services.

Conclusion of a case where the allegation is substantiated
If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports
If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations
If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing
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 LADO, police and local authority children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with local authority children's social care or the police as appropriate.
We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References
When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons
After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations
Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Concerns that do not meet the harm threshold
Following guidance from Keeping Children Safe in Education 2026
This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in above.

Concerns may arise through, for example:
- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns
The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:
- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns
We recognise the importance of creating a culture of openness, trust and transparency to

encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Where all staff are open and honest and put children first and so if in doubt we encourage all staff to share any concerns with the Principal.

Responding to low-level concerns
If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's policy. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping
All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References
We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Allegations regarding members of staff at the College should be reported to the Principal. Concerns about the Principal should be reported to the Chair of Governors – Dr Peter Goodwin.

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 10.
Initial discussions with the LADO will consider the nature of the allegation and next steps.

Staff are referred to the College's Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing;
- The NSPCC's 'what you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday and email: help@nspcc.org.uk

Taking Action

- All staff must act if they have a concern about a child;
- In an emergency, act to help the child;
- Report your concern to the DSL as soon as possible, at least by the end of the day;
- Do *not* start your own investigation;
- Share information on a "*need-to-know"* basis only – do not discuss the issue with colleagues, friends or family;
- Record your concerns promptly, accurately and factually on CPOMS;
- Seek support if you are distressed.
- Follow the guidance given at INSET and in this policy.

Staff must be aware that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited, and 'or they may not recognise their experiences as harmful. The student may feel embarrassed or humiliated, or being threatened. This could be due to vulnerability, sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children in order to facilitate communication. (Keeping Children Safe 2026)

If a student discloses abuse and recording a disclosure

If a child discloses a safeguarding issue to a member of staff they should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Take what the child says seriously
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you and thank them. Do not tell them they should have told you sooner

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write / type up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Put it on CPOMS and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are a victim of abuse, neglect or exploitation
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Procedure for staff to register concerns with the DSL

It is good practise to find the DSL or deputy to discuss the concern and put any concerns on CPOMS. The DSL will discuss and reflect on concerns, having clarified what the nature of the concern is and will take appropriate action.

The safeguarding team will ask you to update CPOMS with an accurate account of what has happened and for an email to be sent to confirm the same.

If the DSL and the DDSL are unavailable, put straight onto CPOMS and an e-mail may be sent to both such people using a College e-mail address; the DSL will follow this up at the first opportunity on the following day, proceeding in person, as above. In case of an emergency, contact the police.

Staff Training

New staff and Governors will receive training during their induction and receive annual updated training at the start of the new year. All staff, including the Principal and Governors will receive training that is updated at least every three years and the DSL will receive training updated every two years. Supply staff and other visiting staff will be given safeguarding information on arrival. Formal safeguarding training is provided regularly and updated as required. All staff receive safeguarding and child protection updates, including online safety updates, at least annually and whenever significant local or national safeguarding developments occur.

Referral to Social Care / Notifying parents / carers

The DSL will make a referral to, or seek advice from, the Multi-Agency and Assessment Team (Trafford Children's First Response) [0161 912 5125] if it is believed that a student is suffering from or at risk of suffering, significant harm.

Where appropriate and safe, staff will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL If we believe that notifying the parents or carers would increase the risk to the

child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children (Child-on-child abuse) we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

The student (subject to age and understanding) and the parents /carers will be told that a referral is being made, unless to do so would increase the risk to the child. In the case of suspected sexual abuse advice would first be sought from Trafford Children's First Response.

***If* you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**
Appendix 14, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL or DDSL first to agree a course of action.
If in exceptional circumstances the DSL or DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Staff must share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Call Trafford First response on 0161 912 5125.
Share any action taken with the DSL as soon as possible and put on CPOMS.

Early help assessment
If an early help assessment is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded on CPOMS.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism and or radicalisation

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

Mental health concerns should not automatically be viewed as indicators of abuse. However, staff should recognise that mental health difficulties can sometimes be indicators that a child has suffered or may be at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action as explained above

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Confidentiality

All staff must understand that Child Protection and any safeguarding issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that any information released into the public domain within or outside of the College, does not compromise the evidence received.

At Saint Ambrose we believe that

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information does **not** to stand in the way of the need to promote the welfare, and protect the safety, of children
- Data protection laws, do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Staff should only discuss their concerns with the DSL, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will then disseminate it on a *'need-to-know'* basis.

Online Safety

Computers and mobile phones are part of communication and education; some adults and young people may, however, use technology to harm children. The harm might range from sending hurtful or abusive texts and / or e-mails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography, face-to-face meetings and could also be a platform for serious violence, CSE and CCE. Staff need to be alert to such dangers. The students need to be aware of the potential for criminality in such cases. The College has put into place robust monitoring and filtering systems.

Online safety is a running and interrelated theme throughout all safeguarding activity. Safeguarding incidents and concerns can occur both online and offline, and children may be abused, exploited or harmed through technology. Staff will consider online factors whenever responding to safeguarding concerns.

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, at St Ambrose we:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- 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
- At St Ambrose we review and adopt monitoring and filtering procedures to protect all. (KCSIE 2026)
- Staff should alert and inform the DSL if they have any concerns about what a child has watched, seen or search online.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer 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** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate students 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
    - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
    - We will ensure that all teaching will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). (128)
- To meet our aims, at St Ambrose we train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year. All staff complete an online safety approved course.
- Parents have information on specific online issues and will be given the opportunity to complete the course. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Staff must read the Code of Conduct policy but must be aware:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time and when students are not present
    - Staff will not take pictures or recordings of students on their personal phones or cameras
- All students, parents/carers, staff, volunteers and governors should be 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 be aware of our expectations around mobile phones.
- Students should read the mobile phone and acceptable use policy, fail to comply will be taken very seriously and sanctioned appropriately.
- As a school we have a robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk whilst using the school's IT systems

We 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. There is a member of SLT Mr Sweeney, overseeing Online safety and it is covered in PSHE - Students are taught how to stay safe online, use mobile phones and other technologies responsibly and are taught how and when to report any issues that may occur, including cyber bullying. All staff and volunteers will sign the Acceptable Use Agreement. Regular and further training is carried out and robust systems to filter and monitor student use is carried out by the DSL and regularly reviewed in safeguarding meetings.

Students and staff will also be trained on the risks of 'Disinformation misinformation and conspiracy theories'. The college understands that due to the nature of these fake-news materials students can be misled and put at risk. The college will also develop strategies and awareness on artificial Intelligence (AI). The college recognises that these materials seem realistic and students are more at risk from their content. Our growing Online curriculum will cover these issues. The college will also ensure students are kept safe aware of the dangers of generative AI.

The College recognises the safeguarding risks associated with the increasing use of artificial intelligence (AI).
Risks may include:

Deepfake images and videos
AI generated nude and semi-nude images - the College recognises that nude and semi-nude images may be digitally altered or wholly generated using artificial intelligence, including deepfakes and deep nudes. Such incidents will be treated as safeguarding concerns and managed in accordance with KCSIE 2026 and UKCIS guidance.

Online impersonation - The use of technology to pretend to be another person, including creating fake accounts, hijacking accounts, or misrepresenting identity to deceive, manipulate, exploit, or harm others online
Grooming - When an individual builds a relationship, trust, and emotional connection with a child in order to manipulate, exploit, abuse, or sexually exploit them. Grooming can take place online, in person, or through a combination of both.
Child sexual exploitation (CSE)- A form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity. A child cannot consent to their own exploitation. CSE may occur online and can involve organised networks.
Harassment and bullying - Repeated behaviour intended to hurt, intimidate, threaten, humiliate, or target another person. Online harassment and bullying can include abusive messages, exclusion, spreading rumours, sharing images without consent, or other harmful online behaviours.
Misinformation -False, inaccurate, or misleading information that is shared without the intent to deceive.
Disinformation- False information that is deliberately created and shared to mislead, manipulate opinion, or influence behaviour
Manipulated content designed to influence or radicalise young people - Online content, including AI-generated content, deepfakes, propaganda, conspiracy theories, or extremist material, that has been altered or created to mislead, influence attitudes, recruit, radicalise, or encourage harmful behaviours among children and young people

The College will provide training and guidance to staff and age-appropriate education to students regarding the safe use of AI technologies.

Please read our online and Mobile phone policy and visit our website for more information

This policy will be reviewed annually. (Including Appendices 6 & 7)
In the event of a child abuse incident the internal procedures will be reviewed to assess their effectiveness. A written record will be kept of this review.

College Safeguarding DSL:
Mr PM Groves (Vice Principal)

Safeguarding Governor:
Dr R Simpson

Appendix 1

Education Act 2002

175 Duties of LEAs and governing bodies in relation to welfare of children

(1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

(2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school.

(3) The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.

(4) An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales.

(5) In this section—
"child" means a person under the age of eighteen;
"governing body" in relation to an institution within the further education sector, has the meaning given by section 90 of the Further and Higher Education Act 1992 (c. 13);
"maintained school" means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school.

157 Independent school standards
(1) For the purposes of this Chapter, regulations shall prescribe standards about the following matters—

(a) The quality of education provided at independent schools;
(b) The spiritual, moral, social and cultural development of students at independent schools;
(c) The welfare, health and safety of students at independent schools;
(d) The suitability of proprietors of and staff at independent schools;
(e) The premises of and accommodation at independent schools;
(f) The provision of information by independent schools;
(g) The manner in which independent schools handle complaints.

Appendix 2

"Keeping children safe in education" (September 2026)
Keeping children safe in education 2026 (comes into force from 1 September 2026)

Working together to safeguard children
Working together to safeguard children 2026

Appendix 3

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 • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation	Child sexual exploitation is 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities or with certain health conditions	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	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
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, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members

	regardless of gender or sexuality. The abuse can encompass a wide range of behaviours and maybe be a single incident or a pattern of incidents. the abuse can be, but is not limited to: • psychological • physical • sexual • financial • emotional Children can be victims of abuse abuse in their own intimate relationships (teenage relationship abuse). All can have a detrimental and long term impact in their health, development and ability to learn.
Early Help Assessment	Early Help Assessment means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help assessment can also prevent further problems arising.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is 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	Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.

	A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Child-on-child Abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in Child-on-child abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is 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, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great

	grandparents or cousins.)
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, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
Sharing of nude and semi-nude images (previously known as sexting)	Sexting is when someone shares sexual, nude or semi-nude images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Artificial Intelligence (AI)	Computing systems capable of performing tasks that normally require human intelligence. Safeguarding concerns may include deepfake imagery, AI-generated sexual imagery, manipulation, impersonation, grooming, radicalisation, bullying and exploitation.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment between children	When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel

	intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone.
Sexual violence between children	When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[4]. Sexual violence offences include: rape, assault by penetration and sexual assault.
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

[4] Legislation.gov

Appendix 4

Gov UK advice for education settings on action for sharing nudes and semi-nudes
Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)

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
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Home - Shore
A place that teenagers can access if worried about sexual behaviour

Appendix 5

Link to Sexual violence and sexual harassment between children in schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Link to what staff should do
file://sac-fs1-001/staff-Home$/mrpgroves/Downloads/PEER-ON-PEER_SEXUAL_ABUSE_POSTER_A4_JULY_2021.pdf

Appendix 6

Please use the link below to access the Policies and Procedures page of the St Ambrose College website to view the **ICT Acceptable use Policy**

Saint Ambrose College - Policies and Procedures (st-ambrosecollege.org.uk)

Appendix 9

Operation Encompass Process

Trafford Strategic Safeguarding Partnership

Police attend and incident of Domestic Abuse.

Details of perpetrator, victim and all children who usually reside at the address (whether present during DA incident or not) are recorded.

'Voice of the Child' is recorded.

The police officer who attneded the incident will email the notification to the school before the end of their shift.

Every effort will be made to ensure this notification is sent before 09:00. In instances where the police officer does not send the notification the GMP Safeguarding Team are continuing to send these.

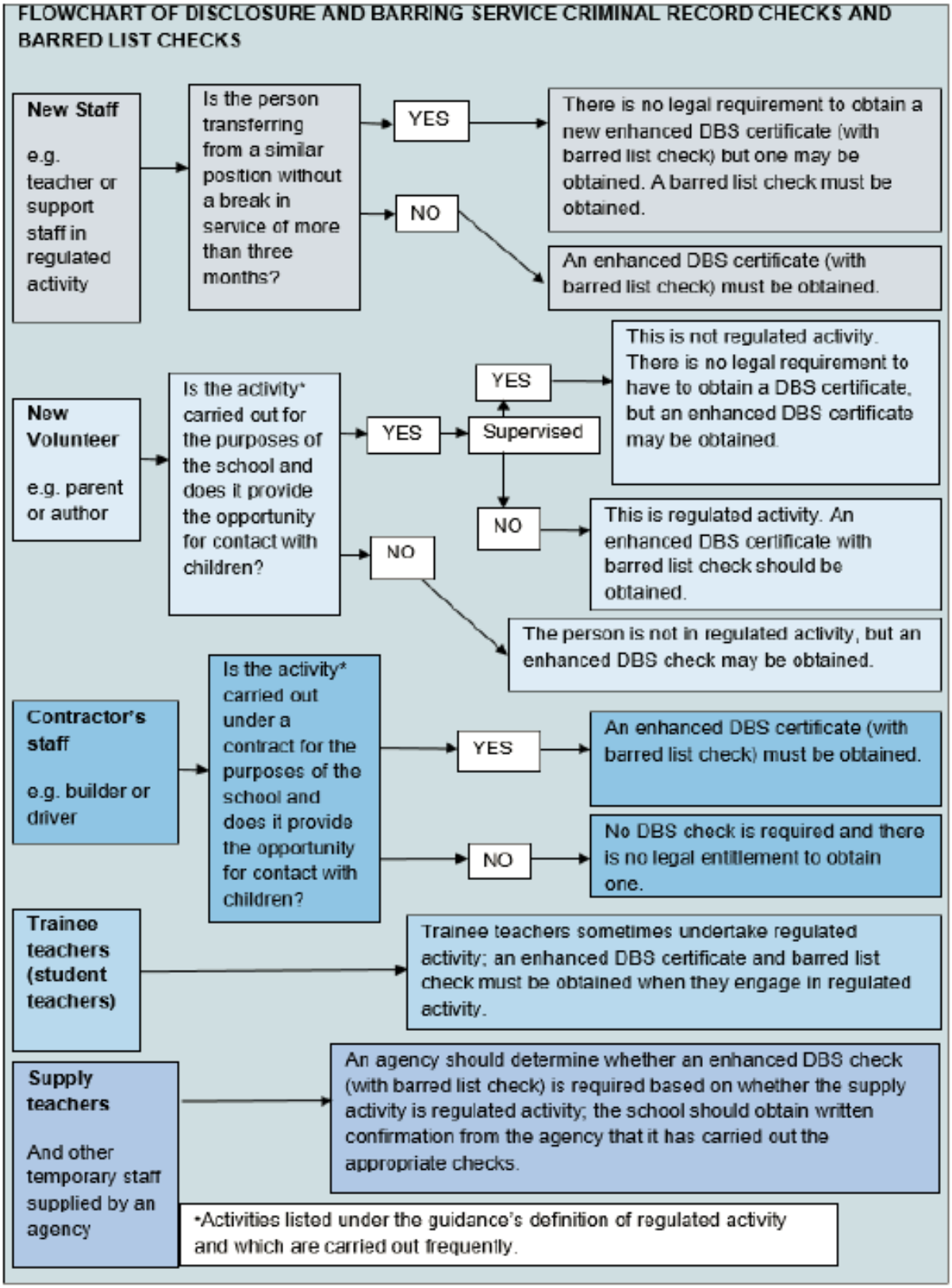
Designated Safeguarding Lead and/or Deputy (Key Adult) will review the information, assess the risk and develop a working strategy.

Working strategy may include checking the child's records for recent concerns, discussion with child's teacher, providing overt or silent support.

If you are concerned the child is being subjected to or has been subject to significant harm you should inform children's social care.

Appendix 10

DfE flowchart on DBS checks and barred list checks



Taken from DfE statutory guidance Keeping children safe in education

Appendix 11

HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioners
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Appendix 12

Contact details

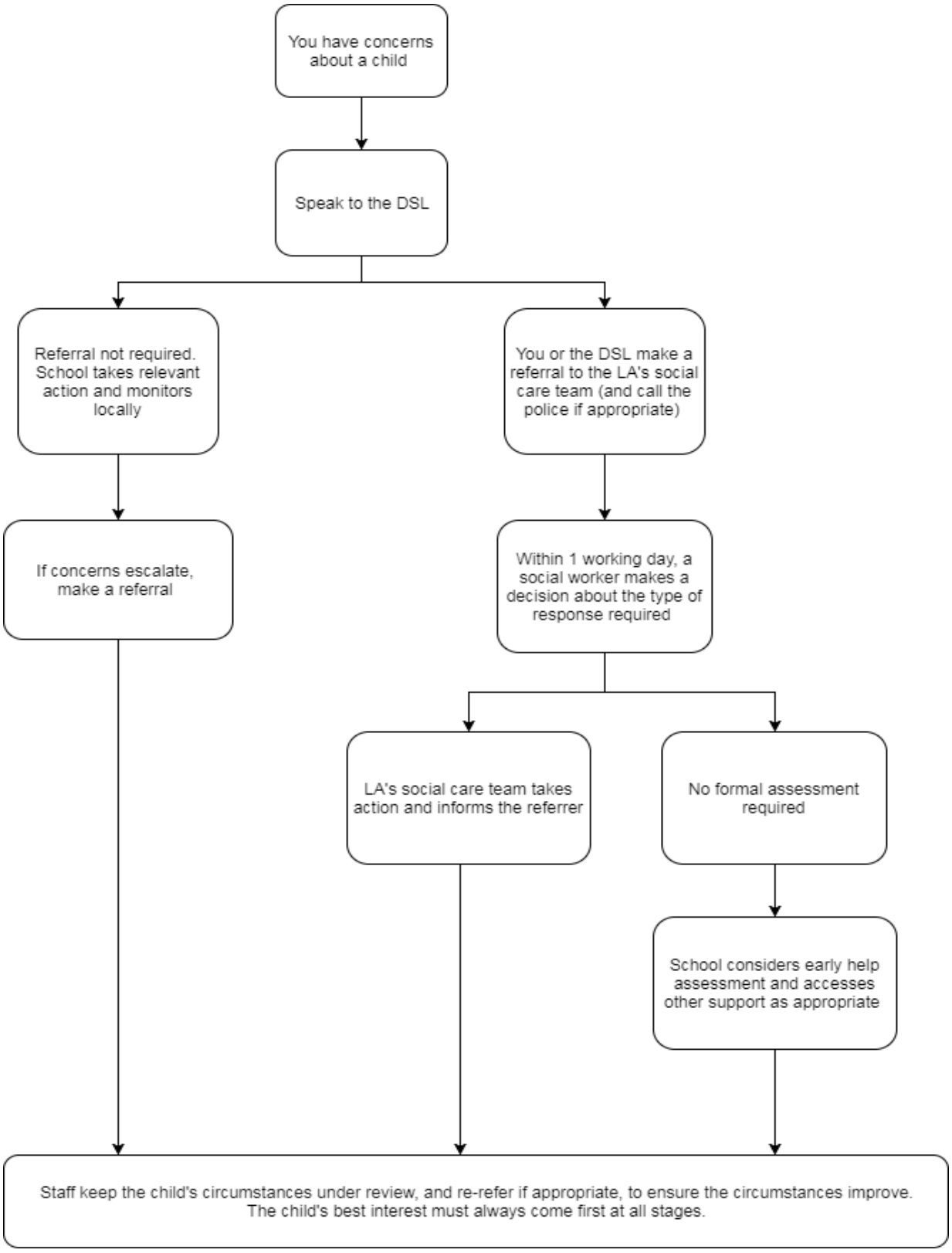
Trafford Children's First Response 0161 912 5125 FirstResponse@trafford.gov.uk	Local Authority Designated Officer (LADO) 0161 912 5125 FirstResponse@trafford.gov.uk
Trafford Strategic Safeguarding Partnership 0161 912 8687 TSSP@trafford.gov.uk	Police Non-emergency – 101 Emergency - 999
Social Care Out of Hours Emergency Duty Team 0161 912 2020	
NW Counter-Terrorism Unit Channel Team 0161 856 6362 channel.project@gmp.police.uk	

Appendix 13

Trafford Strategic Safeguarding Partnership Level of Need

Level		Description: At this level the child or family…	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	…may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	…are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

Appendix 14 **procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**



Appendix Other links

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Principal should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Working together to safeguard children 2026 updated and should be read and used along with KCSIE26.
- Working together to improve school attendance: July 2026