

Chetham's

**Safeguarding and Child Protection
Policy and Procedures
Including Staff Guidance**

18/3/26

Authors: VWV, CR, BLO
Editors: NS, ADP, JAR-C, RP
Version: 18/3/26
Review: 31/8/26



Chetham's

Safeguarding And Child Protection Policy And Procedures Including Staff Guidance¹

Summary Overview Of Concerns Procedures And Contacts

Report any concerns (including low level) about:

- a **member of staff, (including volunteers, supply staff, or the DSL)**, → Joint Principal (NS) →LADO. If reporting to Joint Principal raises a conflict of interest, contact LADO direct.
- the **Joint Principals** → Chair of Governors→LADO
- all **other concerns** → the DSL, **Andrea Price**, or in her absence to the Deputy DSLs, **Ian Mayer** (Music), **Julia Harrison**, or **Joshua O-Brien**. Phone 0161 834 9644 / 0161 8387 205 and ask Security to contact them ASAP but do not disclose the subject matter. Email: dsl@chethams.com.

Report concerns about a **child in need** immediately to:

- DSL→ early help / pastoral support / children's social care
- Or Manchester Children's Services (MCS) (anyone can do this, speed is vital)

Report concerns about a **child at risk** immediately to:

- DSL→ children's social care / police
- Or Refer direct to MCS (anyone can do this, speed is vital)

Alternative referral numbers are:

- MCS 0161 234 5001
- NSPCC Helpline 0808 800 5000, Police 101 (or in emergency 999)
- NSPCC Whistle-blowing helpline 08000 280285
- Anti-terrorist hotline 020 7340 7264
- Medical Centre: ext. 217; Mobile 07917142760

¹ A copy of this policy is available on the School's website: www.chethams.com

CONTENTS

SUMMARY OVERVIEW OF CONCERNS PROCEDURES AND CONTACTS	2
PURPOSE	4
PRINCIPLES	5
DEFINITIONS	6
ROLES	7
TRAINING	8
SAFER RECRUITMENT	10
RECOGNITION / SIGNS OF ABUSE	11
THE EFFECTS OF CHILD ABUSE	11
HOW TO RESPOND IF A STUDENT DISCLOSES ABUSE BY SOMEONE OTHER THAN A MEMBER OF STAFF	12
ALLEGED OR SUSPECTED ABUSE BY TEACHERS AND / OR OTHER STAFF, SUPPLY STAFF, CONTRACTORS AND VOLUNTEERS	14
ALLEGED OR SUSPECTED ABUSE CARRIED OUT BY A STUDENT OR YOUNG PERSON: CHILD-ON-CHILD ABUSE	18
CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT	19
ALLEGED OR SUSPECTED ABUSE BY ANYONE ELSE	20
CHILDREN ABSENT FROM EDUCATION (CAE)	21
PREVENT	21
CIRCLE OF CARE	22
POLICY MONITORING, OVERSIGHT AND EVALUATION	22
REVIEW PROCESS	24
RELATED POLICIES	24
APPENDIX 1 TYPES OF ABUSE	25
CONCERNS AND ALLEGATIONS FLOWCHART	33
RESPONDING TO CONCERNS OVER A CHILD'S WELFARE OR SUSPICIONS OF	34
APPENDIX 3 SCHOOL SAFEGUARDING CONCERN FORM	36
APPENDIX 4 CODE OF CONDUCT FOR STAFF	39
APPENDIX 5 ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)	43
APPENDIX 6 LADO REFERRAL	45
APPENDIX 7 TABLE OF ABBREVIATIONS	48
APPENDIX 8 REFERENCES AND RESOURCES	50
(SEE KCSIE 2025 APPENDIX B FOR A RANGE OF ADVICE, SUPPORT AND RESOURCES)	50

Purpose

- 1.1 The purpose of this guidance is to outline the School's procedures to safeguard and promote the welfare of students in the key areas of Child Protection within Chetham's School of Music with reference to Paragraph 7 of the Independent School's Standards Regulations (ISSRs); *Keeping Children Safe in Education 2025* (KCSIE) and *Working Together to Safeguard Children 2026* (WT). It is supplementary to the Greater Manchester Safeguarding Partnership (MSP)², and Manchester Children's Services (MCS) procedures which provide our primary guidance regarding a multi-agency approach, thresholds for action and victim support.³ The School shares information and collaborates with MSP and MCS to promote the welfare of children through identifying and acting upon their needs. The three safeguarding partners are: the Chief Executive of Manchester City Council; the Chief Accountable Officer of the Manchester Clinical Commissioning Group; and the Chief Superintendent of Greater Manchester Police. We also work with the Services and Partnership of the child's Local Authority, as well as the family of the child.
- 1.2 We have a duty to: ensure our students are safeguarded; identify vulnerable students; and, if necessary, consider the 'Local Offer' or Early Help from local agencies to support this process.
- 1.3 The School is committed to ensuring the development of excellent practice and procedures to support the best interests of children in need, and children at risk of harm, i.e. all Child Protection concerns and referrals may be expedited in a sensitive and professional manner which will support the needs of all our students, including those who are over 18 years old.
- 1.4 The School recognises the contribution it can make to protect and support students. Safeguarding children is central to everything we do and everyone is expected to play their part in promoting children's welfare. We take all abuse seriously and in particular any abuse which deliberately targets students who are vulnerable because of any Special Educational Need or Disability (SEND). Students with SEND are more likely to be abused, neglected, isolated or bullied than other students. The impact of any bullying may well be greater for students with SEND and if internalised is more difficult to see or assess. Communication barriers can exacerbate the situation. Assumptions that behaviour, mood or injury can be ascribed to the child's condition, should be avoided. Such changes should be explored with an open mind. The DSL ensures staff are aware of students who may be more vulnerable, e.g. because of SEND; English as a Second or Additional Language; young carer duties.
- 1.5 Staff⁴ have a legal duty to: report allegations and suspicions; ensure they are fully acted upon in line with MSP procedures; take appropriate steps to promote the welfare of students and protect them from harm (including abuse, neglect and exploitation); recognise that 'The child's welfare is the court's paramount consideration' (Children Act 1989).

² Chetham's School of Music, in the first instance, follows the procedures prescribed by MSP / MCS www.manchestersafeguardingboards.co.uk. The current procedures may be accessed at <https://greatermanchesterscb.proceduresonline.com>. This electronic version will be our point of reference. Manchester Children's Services are our emergency link.

³ Chetham's has children from a variety of LAs; we may have to refer to the procedures of other Safeguarding Partnerships, and / or Children's Services, in our commitment to inter-agency working. We recognise our ongoing responsibility to safeguard and check the needs of any student who may be placed in alternative provision, are met (Paragraph 168 of KCSIE 2025).

⁴ The term 'Staff' in this document refers to all paid and unpaid adults who work or volunteer at the School including: teaching, pastoral, housekeeping, maintenance, Stoller Hall staff; administrators, governors,

Feoffees, and volunteers.

Principles

2.1 Chetham's respects and protects individuals' fundamental human rights and freedoms, without discrimination, as enshrined in the Human Rights Act 1998 including the Articles and protocols of the European Convention on Human Rights. Specifically the School seeks to protect the rights to:

- Freedom from inhuman and degrading treatment
- Respect for private and family life including the protection of physical and psychological integrity
- Education

Being subjected to harassment, violence or abuse would breach these rights.

2.2 In summary our principles of child protection and safeguarding are:

Prevention – by providing a positive atmosphere in School, teaching and pastoral support to students.

Protection – by following agreed procedures, staff, responding sensitively and swiftly to Safeguarding and CP concerns.

Support – for students and for staff.

2.3 Chetham's endeavours to establish and maintain an ethos where students: feel secure; are encouraged to talk (we recognise that not all students will feel comfortable talking about some issues but we can signpost helplines and alternative routes); are listened to; know that there are adults in School whom they can trust and approach if they are worried or in difficulty; are equipped through the curriculum with the skills they need to stay safe from abuse.

2.4 The School also has an **Independent Listener** whom students can contact if they are worried or need to talk. The Independent Listener is not an employee of the School⁵ and reports annually to the Safeguarding Committee. Details for the Independent Listener are displayed on posters.

2.5 We recognise that **'it could happen here; at home; in the community; or online'**.

2.6 We expect **all staff to facilitate communication, to be professionally curious and to act promptly with a sense of urgency when reporting concerns, and to take responsibility for their action.**

2.7 **Early help**, (Chapter 3 of WT), highlights the need for multi-agency work to be both responsive and preventative at any point in a child's life, from foundation years through to adulthood. For example, a support plan where a child has returned home to their family from care. Effective early help relies upon the School and local agencies, including VCSE organisations, working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help

⁵ The **School's Independent Listener**, is Andy Silver; his name, photograph and contact details are displayed on all House notice boards, will be circulated by email to students and staff (instrumental staff via Dep DSL for Music) and included in the student and staff handbooks.

- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve significantly the outcomes for the child
- 2.8 Boarding House Staff receive specific training to ensure seamless provision of care for students from the working day through the evenings and weekends.
- 2.9 All staff are expected to work in an anti-discriminatory and anti-racist way and to treat students with SEND with sensitivity.
- 2.10 This policy and its procedures apply wherever staff or volunteers are working with students even when away from the School, for example on an educational visit.

Definitions

- 3.1 **Safeguarding** and **Child Protection** are often used interchangeably but they have different meanings:

Safeguarding is what we do for all students to ensure we promote their welfare. We follow the WT definition:

1. providing help and support to meet the **needs** of children as soon as problems emerge
2. protecting children from **maltreatment**, whether that is within or outside the home, including online
3. preventing impairment of children's mental and physical **health** or development
4. ensuring that children grow up in circumstances consistent with the provision of safe and effective **care**
5. promoting the upbringing of children with their birth parents, or otherwise their family network through a **kinship care** arrangement, whenever possible and where this is in the best interests of the children
6. 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.

We are sympathetic to the impact of socio-economic factors and ethnicity on children and their families. We provide help and support to meet the needs of children as soon as issues emerge.

Child Protection (CP) is part of Safeguarding and promoting the welfare of children. It includes activity that is undertaken to protect specific children who are suspected to be suffering or likely to suffer significant harm. This includes harm that occurs inside or outside the home, or online.

- 3.2 **Child abuse** is a term used to describe a range of ways in which people harm children and young people. All our students are considered 'children' even if they are over 18 years old.
- 3.3 **Harm** can be in the form of: physical injury; sexual abuse; emotional abuse; exploitation, or neglect. (See Appendix 1 for details on types of abuse). The School's Promoting Good Behaviour Manual contains guidance about restraint of students and use of reasonable force.

Roles

- 4.1 **The Designated Safeguarding Lead (DSL)⁶**, is **Andrea Price**, who is a member of the Leadership Group (LG) as Assistant Principal (Safeguarding and Inclusion) and whose role includes the specific coordination of Looked After Children (LAC). Her Deputy DSLs are: **Ian Mayer** (Music); **Julia Harrison** (Vice Principal); **Joshua O'Brien**. The DSL and DepDSLs are trained in Child Protection and Inter-Agency Working, updated at least biennially, and keep aware of current trends and contextual concerns. The Joint Principal (NS) is a qualified DSL and updates her training to support Safeguarding.
- 4.2 The DSL and deputies have the overview of safeguarding issues, including online safety, and are the most appropriate members of staff to advise on the school's response to safeguarding concerns and to lead on early help considerations. One of them will always be on duty. If they are not available then staff should upscale concerns to the Joint Principal (NS) or the MCS directly.⁷
- 4.3 It is the specific role of the DSL with the DepDSLs, and the Joint Principals to ensure that:
- Child Protection procedures are followed by all employees (staff) including: the Joint Principals; members of the Governing Body; volunteers; non-employed temporary staff.
 - Staff are subject to enhanced Disclosure and Barring Service (DBS) and other regulatory checks, in line with safer recruitment practices.
 - The DSL and DepDSLs' training (e.g. Boarding Schools' Association, Manchester inter-agency) is updated at least every two years with interim updates regarding child protection and inter-agency working; interim updates are highlighted through the Independent School Council, Local Authority, Independent Schools Inspectorate, and the Government.
 - The DSL maintains strong links with outside agencies to ensure any issues are investigated expeditiously.
 - Staff are given necessary advice, support and information.
 - The designated governor with oversight of safeguarding and child protection is Nigel Shepherd, who reports to the Governing Body⁸ and who is also Chair of the Safeguarding Committee.
 - Reports covering Safeguarding, Child Protection and Digital Safety committee meeting minutes are presented at the Safeguarding Committee's termly meetings so that the Governing body can monitor the effectiveness of the school's safeguarding systems and fulfil their duty to promote student welfare and limit safeguarding risks including online.

⁶ Full details of the DSL's role are in Appendix 5

⁷ The emergency contact number for use if DSL or Dep DSLs are not contactable is *First Point of call Manchester Contact Office on 0161 234 5001 or email mcsreply@manchester.gov.uk*

⁸ Nigel Shepherd's contact details are available from: the Joint Principal (NS)'s PA; Reception; or Security 01618387200.

- 4.4 The **Safeguarding Committee** monitors and reviews Safeguarding and Child Protection. Meetings take place termly and the members include: School Governors, Joint Principals, DSL and Dep DSLs, HR and Compliance Officer.
- 4.5 The **Safeguarding Commission** is a group of independent professionals which has oversight of Safeguarding and Child Protection at Chetham's, and scrutinises the work of the Committee.
- 4.6 **Designated Officer** (LADO). The LADO's role is to receive referrals about staff and provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, whilst being consistent with thorough and fair process.⁹

Training

- 5.1 All new staff receive induction training from the DSL as soon after being employed as practicable. Existing staff have their training up-dated annually. This training programme includes any temporary non-employed and voluntary staff who may be required to work with students and such staff are made aware of the School's arrangements prior to working with students.
- 5.2 Staff Training to safeguard and promote the welfare of children meets MSP procedures and includes:
- the School's Safeguarding and Child Protection Policy and Procedures
 - the role and identity of the DSL and Dep DSLs
 - Part 1 and Annex B of *Keeping Children Safe in Education (KCSIE) 2025* for all staff, including leaders and governors at Chetham's since we all work directly with children; and *PREVENT 2015*
 - the staff Code of Conduct (including Whistleblowing; Acceptable Use Policy (AUP) including online safety; Staff / pupil relationships and communications; social media)
 - Promoting *Good Behaviour policy (students)* which includes procedures to deal with cyber, prejudiced-based and discriminatory bullying
 - recognising the signs of abuse including CSE, CCE e.g. County Lines, CAE, FGM, FBV, child-on-child (and how to handle a report of child-on-child sexual violence and / or harassment)
 - understanding their role, duty and responsibilities to ensure children are protected through the filtering and monitoring of School devices and networks
 - online risk (Content, Contact, Conduct, Commerce; see paragraph 135 of KCSIE 2025); online abuse including searching, screening and confiscation, UKCCIS, Coerced Self-Generated Imagery (nudes and semi-nudes)
 - an awareness of cyber security
 - awareness of the needs and vulnerabilities (abuse, neglect, exploitation) of looked after or previously looked after children
 - extra pastoral support for children with SEND or who identify as LGBTQ+, or who are questioning their gender, including the staff / student EDI committee as a safe space to share concerns
 - protecting children from maltreatment, including abuse, neglect and exploitation
 - preventing impairments to children's health and development
 - ensuring that children are safely and effectively cared for
 - taking action to ensure that children have the best outcomes
 - updates to take account of School, local and national developments.

⁹ LADO contact: 0161 234 1214, Fax 0161-276-7634. A brief two-sided referral form should be

filled in for any safeguarding concerns: see Appendix 6.

- 5.3 Student training and preventative education to keep themselves safe comprises:
- Student AUP (including mobile technology and how to keep safe online)
 - age-appropriate evidence-based timetabled lessons delivered by specialists in Personal, Social and Health Education (PSHE) including, but not limited to: boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; relationships including abusive, coercive and controlling behaviours; sexual exploitation, grooming, harassment, rape, domestic abuse, honour-based violence; how to access support; how to determine the provenance of news.
 - The A-Z of Chetham's
 - appropriate action for Prefects and Guardian Angels to take should they have concerns, or receive any allegations of abuse.
- 5.4 As part of the detailed safeguarding training with the DSL, new staff are required to read the *Child Protection and Safeguarding Policy, Code of Conduct for Staff* (Appendix 4) in addition to Part 1 and Annex A from KCSIE and to return the completed 'sign off' slip to the School Administrator. All school-based training is recorded via the School Administrator on SIMS and by the H.R. Manager on personnel files.
- 5.5 Guidance is also given to staff about protecting themselves from allegations of harm to a student. Areas covered include one-to-one lessons (instrumental and any other), touch, sports coaching, engaging in inappropriate electronic communication, and, abiding by the School Code of Conduct.
- 5.6 Updates of advice are disseminated via Chetham's email and to non-employees as appropriate. Employees with '0' hours are updated (with appropriate checks) if / when they take up tuition hours after a period of significant absence.
- 5.7 Staff may request training on any aspect of Safeguarding at any time.

Safer Recruitment

- 6.1 The School ensures that safer recruitment is practised when checking the suitability of staff and volunteers (including checks on members of the Governing Body, Section 128 checks for all management positions including governorship; and staff employed by other organisations) to work with children and young people in accordance with the guidance given in the Education (Independent School Standards) (England) Regulations 2015 and the National Minimum Standards for Boarding Schools (2022), WT (2026), KCSIE (2025).
- 6.2 The School ensures all job advertisements signpost our overarching commitment to safeguarding children. This highlights the need to:
- be committed to safeguarding and promoting the welfare of students;
 - undertake regulatory checks with the DBS including the Right to Work in the UK, satisfactory references and appropriate qualifications, before appointments are confirmed;
 - ensure safer recruitment interviews, and appropriate safeguarding training take place.

Our procedures include evidence of:

- identity (passport preferred)
- qualifications
- previous employment history

- barred list and prohibition checks
- medical fitness
- online searches for shortlisted candidates
- supervision for a person starting work when a DBS certificate has been delayed (in extremis, requires Joint Principal's consent, and Risk Assessment
- interviews which include specific safeguarding questions. (See *Safer Recruitment Policy*).

- 6.3 The School ensures that when students are off site on School business (e.g. when visiting another institution for a masterclass etc), that risk assessments and supervision arrangements are put in place as appropriate. These arrangements cover any instances where adults (either employed or used on a self-employed basis by another organisation / institution) are working directly with the School's students. These will incorporate and balance child protection checks and procedures practical for each situation, given the broad range of external opportunities essential to the school's specialist nature and mission statement.
- 6.4 Staff family members who are 16 or over and residing on School premises are required to have a DBS check and an appropriate level of training about safeguarding.

Recognition / Signs Of Abuse

- 7.1 Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have a specific duty to recognise and respond to child abuse. Staff should be aware of the warning signs of abuse (see *Appendix 1* and MSP¹ lists). The four main areas of abuse are:
- physical
 - emotional
 - sexual
 - neglect
- 7.2 Young people can suffer from one or a combination of these forms of abuse.
- 7.3 Abuse can take place in the home, at school or anywhere where young people spend their time.
- 7.4 It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs.

The Effects Of Child Abuse

- 8.1 Children are confused and frightened by abuse. Often, but not always, the abuser is known to the child. The abuser could be someone who loves and cares or who is loved or cared for by the child. They do not know where to turn for help or whom they can trust. The effects of abuse are wide-ranging and often profound. They vary according to the individual child, the familial and extra-familial context of the abuse and how long it has gone on, but can include:
- Behavioural concerns, for example being either aggressive or withdrawn in school;
 - Educational concerns, for example difficulty in concentrating and / or under-achieving;
 - Mental health concerns, such as depression;
 - Relationship difficulties;

- Smelly, unkempt or emaciated as a result of neglect;
 - Drug and / or alcohol misuse;
 - Suicide or other self-harm;
 - In extreme cases, death following abuse.
- 8.2 Many abused young people become withdrawn, introverted and depressed, making it harder for others to help. Young people who have been abused often suffer from low self-esteem and this can result in sexually acting out behaviour in an attempt to gain affection or to please in an inappropriate way. When adults or other young people treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and, sadly, many victims of abuse also endure a sense of guilt, believing that they themselves caused the abuse to take place.
- Fortunately, children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognise signs of child abuse at the earliest opportunity so that harm can be stopped and the damage can start to be repaired. The School has a Mental Wellbeing Policy which outlines procedures for dealing with mental health issues in detail.
- 8.3 Where there are concerns about a child's safety, neither parental nor student consent is needed in order for a referral to be made to statutory authorities.

How To Respond If A Student Discloses Abuse By Someone Other Than A Member Of Staff

- 9.1 If a student makes a disclosure of abuse, staff should: **listen, recognise, refer and record the disclosure. Staff should not undertake an investigation.** This is to ensure that subsequent investigations by the police and / or Social Services are not compromised by contaminated evidence; and to avoid the student having to endure the stressful process of repeatedly giving evidence.
- 9.2 We follow the **Tell; Explain; Describe** (TED) procedure when supporting students. Questions, for clarification purposes only, are confined to 'What?', 'When?', 'Who?', 'How?', 'Where?'. The purpose of this method is simply to clarify if the student is still at risk. No further questions should be asked. Staff should then contact the DSL, or if absent a deputy DSL, or the Joint Principal (NS) in her capacity as Joint Principal.
- (See Appendix 2 and 3).
- 9.3 A student reporting child abuse is vulnerable. Young people often feel that it is their own fault. It isn't. No-one has the right to abuse a young person, including their boyfriend or girlfriend or partner. If the young person speaks out about it, we can listen, reassure and help by following the guidelines below:
- **Stay calm**
 - **Do not offer false confidentiality** – staff have a legal duty to ensure abuse is reported and must ensure that students know anything they tell them that has implications for their safety or others' safety, cannot be kept secret. Staff will find an early opportunity to explain that it is likely that the information will need to be shared with others. Do not promise to keep secrets. Do reassure the student that the matter will only be disclosed to those who need to know about it. Outline the next steps and with whom the information will be shared. Remember, tell the student that the only way it can be stopped is if it is shared with the right people.
 - **Give time and attention** - students may not choose the most 'convenient'

time to disclose the abuse, however it is important that the student feels that what they say is being taken seriously.

- **Allow the student to give a spontaneous account** – staff should not attempt to offer discussion or attempt to question the student as this will corrupt evidence. Ask questions for clarification only, and at all times avoid asking 'leading' questions that suggest a particular answer.
- **Listen carefully, record objectively** – It is important to hear what the student is saying and record it in their own language without allowing your emotions to add to or subtract from the disclosure.
- **Do not investigate or question the student** – specially trained police officers and social workers will do this if necessary. Repeated questioning about abusive incidents can be traumatic for the student and in itself abusive: it can also devalue the student's statement from an evidential point of view.
- **Empathise** - try to understand the student's feelings about what has happened rather than impose your feelings upon them.
- **Reassure the student** - they were right to tell, they have done nothing wrong and inform them of what you are going to do next. The law is there to protect them. Avoid tactile responses.
- **Record** Make a clear and comprehensive written record as soon as possible of what was said, using the person's own words, – note the date, time, any names mentioned and to whom the information was given. Either the School's Safeguarding Concern Form (*Appendix 3*) or CPOMS entry should be used which you must append any additional notes. Contemporaneous reports carry more weight. Sign and date the record and ensure that the DSL (or Joint Principal (NS) or Chair of the Governing Body, where appropriate) has been informed and has received the record without delay. It is important that notes are factual and not opinion. An objective verbatim narrative is ideal. These records may form part of the evidence in any subsequent investigation or trial. Records will be kept on secure individual CPOMS files for children and will include how the concern was followed up and resolved. Further notes will include: any action taken; decisions reached; and overall outcome.
- It is essential that staff follow procedures to ensure evidence is not corrupted.
- Do not ask the student to remove any item of clothing in order to show you signs of abuse, instead arrange to go to the Medical Centre.
- It is the responsibility of all staff to be vigilant about, and act upon, possible signs of abuse and to refer any concerns about a member of staff or volunteer's behaviour immediately:

Subject of concern	Main contact	Standby contact	Contact LADO?
Staff, DSL or volunteer	Joint Principal (NS)	DDSLs	Usually, yes
Joint Principals	Chair of Governors	Chair of Safeguarding	Usually, yes
Anyone else	DSL	Dep DSL	Situation dependent

9.4 **Making a referral:** Anyone can make an immediate referral to Children's Social Care (see contact below) and / or the Police.

9.5 Anyone can escalate a concern especially if dissatisfied with the speed or action taken by the person to whom it has been referred.

- 9.6 Do not tell the subject of the concern that information is being referred. It is important not to tell the person under suspicion that the matter is being referred; this will be handled by the relevant authority.
If a student from **overseas** makes a disclosure about abuse which has taken place in their home country or abroad, it is still important to pass this information to the DSL.
- 9.7 Contact will be made with the local authority as soon as practically possible and in any event within 24 hours of the receipt of a disclosure following the procedures set out in sections 4, 5 and 6 below. In cases of serious harm the police will be involved immediately.
- 9.8 In the unlikely event that the usual reporting routes are not possible, the latest advice in KCSIE 2025, is to contact:
- Children's Social Care through the Contact Centre (0161- 234 5001) or;
 - NSPCC Helpline (0808 800 5000) or;
 - 101 (non-emergency Police) or 999 (Police emergency); or <https://www.gov.uk/report-child-abuse-to-local-council> without hesitation.
- 9.9 If, at any point, there is a risk of immediate serious harm to a child the police should be called (999) and a referral should be made to Children's Social Care Contact Centre without delay.
- 9.10 Low level concerns about staff should be shared immediately and directly with the Joint Principal (NS) and recorded in CPOMS in case they contribute to a larger picture.

Alleged Or Suspected Abuse By Teachers And / Or Other Staff, Supply Staff, Contractors And Volunteers

The School's procedures

10.1 *Staff must not abuse their position of trust.*

10.2 The threshold for formal procedures to be undertaken is crossed if a member of staff, or supply staff, contractor or volunteer has, or is alleged to have, or may have done one or more of the following **'thresholds for harm'**:

- **behaved in a way that has harmed or may have harmed a child, and / or;**
- **possibly committed a criminal offence against, or related to a child, and / or;**
- **behaved towards a child / children in a way that indicates they may pose a risk of harm to children, and / or;**
- **behaved or may have behaved in a way which indicates they may not be suitable to work with children.**

10.3 An allegation or suspicion of abuse by a member of staff can lead to shock and disbelief. However, any such disclosure must be handled according to the formal procedures outlined below. A properly conducted, thorough investigation in line with MSP / MCS procedures provides the best protection for students and staff against actual abuse and false allegations.

Reporting an allegation against staff or volunteers

10.4 The swift action of staff involved at the early stages of any allegation is a key element in ensuring the investigation procedure is conducted properly. The key

points relative to allegations against staff (including any allegations made against the DSL or Dep DSLs) are summarised below:

- A member of staff receiving or making an allegation should treat it as a disclosure, and follow the steps outlined in Section 3 above to ensure a thorough and open procedure takes place in the best interests of all concerned.
- The incident should be reported immediately to the Joint Principal (NS), or in her absence the DSL who will liaise with the Chair of the Governing Body. Any allegation against the Joint Principals must be reported to the Chair of the Governing Body or their absence, the Chair of the Safeguarding Committee without informing the Joint Principal in question. The Chair and Chair of the Safeguarding Committee are contactable via the Finance Director's Office in capacity as Clerk to the Governing Body.
- The DSL will be responsible for ensuring that the child(ren) is / are not at risk and will refer any suspected abuse to MCS.
- The School will provide immunity from retribution or disciplinary action for 'whistleblowing' in good faith. The *Whistleblowing Policy* is available on the Staff Intranet or on request as a hard copy.
- Students may post concerns on the 'Be Safe' notification route on the orange drop down menu on their individual intranet log-in page, or in one of the 'post boxes': by the exit to the School Library or on Floor B1, 1 and 3 of the New School Build.¹⁰
- Whenever a student is injured or complains of an injury appropriate medical attention must be sought via the Medical Centre, School G.P. or Accident and Emergency Unit. The alleged cause of the injury should be explained by the student, no opinions should be offered by the adult.
- Such medical attention should not be confused with a medical examination for investigation purposes which must be carried out by an appropriately experienced paediatrician, not the GP or A and E consultant, and only after due consultation and authorisation.
- The Joint Principal (NS) DSL or Chair of Governing Body, as appropriate, will contact the LADO. The concern will be referred to the LADO immediately and within one working day at the latest. This includes supply staff, where for the sake of speed the School will report directly rather than through the supply agency. The LADO and the Joint Principal (NS) will plan the next steps. The School will not investigate prior to contact with the LADO.

Disclosure of information

10.5 Professional bodies such as the Child Protection Unit, MCS, Police, may be consulted to determine whether the allegation has sufficient substance to warrant the professional abuse procedures being activated. In keeping with inter-agency working and, after discussion and due consideration of the student's individual circumstances, the student's parents may also be informed. The responsibility for undertaking this task will be agreed between the Joint Principal (NS) (or Chair of Governing Body), LADO, and DSL.

10.6 Specific arrangements will be made regarding disclosure of information by the Joint Principal (NS), as agreed with the LADO and other agencies involved in the matter. Reporting restrictions will prevent the identification of a member of staff who is the subject of such an allegation according to circumstances.

Support

10.7 Arrangements will be made to offer support to student(s) making an allegation and to any witnesses.

10.8 The School has a duty of care towards its employees and as such, effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep the individual informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

10.9 Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Joint Principal (NS). The appropriate action will depend on the nature and circumstances of the allegation.

10.10 It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Joint Principal (NS) how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the MCS.

Suspension

10.11 Clearly there are circumstances where a member of staff may be suspended even when allegations are spurious or unfounded. Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm or
- it is in the best interests of the member of staff to be off-site
- the allegation is so serious that it might be grounds for dismissal.

10.12 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children.

10.13 Our *Licence to Occupy* document for resident staff states that all staff must vacate their accommodation following an allegation of abuse which results in suspension.

10.14 It should be emphasised that suspension does not automatically imply guilt; it can often be the most satisfactory way of protecting the member of staff, meeting the foremost requirements of protecting the student and facilitating the procedure.

10.15 In making this decision the Joint Principal (NS) and the LADO will carefully evaluate each situation on an individual basis. Certain circumstances will almost certainly lead to suspension. However, where first indications point towards the allegation being unfounded, full consideration will be given to other options.

10.16 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

10.17 If it is decided that the person who has been suspended should return to

work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the student(s) who made the allegation.

Ceasing to use staff

10.18 A report will be made to the DBS within one month of any person (whether employed, contracted, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children / young people. If a member of staff (or a member of the Governing Body or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be pursued by the School in accordance with this policy and a report made to the DBS in appropriate circumstances. Reports should also be made to the Teaching Regulation Agency (TRA) if a teacher is dismissed or leaves for reasons related to unprofessional conduct or conviction for a related offence. The TRA has the authority to place a Prohibition Order on any teacher found guilty of unacceptable professional conduct and / or conduct that may bring the profession into disrepute. The School may also have to inform the Charities Commission. Checks for Prohibition Orders are therefore made as part of our pre- employment checks.

Low level concerns

10.19 A low level concern about any adult's behaviour towards a child is **any concern - no matter how small**, and even if no more than a 'nagging doubt' - that an adult may have acted in a manner which:

- Is not consistent with the Staff Code of Conduct, and / or
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Low level concerns may arise from: a suspicion; a complaint; students; parents; staff. It includes self-referral, when staff feel their behaviour fell below expected standards, or which could be misinterpreted or might appear to compromise others. **If in doubt, report the concern.**

10.20 A low level concern is one that **does not meet** the four allegation of harm thresholds in 10.2 above or is not otherwise serious enough to consider an immediate referral to the LADO.

What to do if you have a low level concern

10.21 **All low level concerns¹³ should be reported directly to the Joint Principal (NS) within 24 hours verbally or in writing.** The Joint Principal (NS) will then review the information and determine the appropriate level of response. If it is deemed to meet the criteria for a low level concern the details, context, name of reporting person, and any action will be recorded on the low level concerns file. This file will be reviewed regularly by the Joint Principal (NS) to consider any behavioural patterns and / or any contributory institutional issues. If the concern meets the harm threshold, or if it forms part of a series of low level concerns about the individual(s) then the usual Safeguarding procedures will be followed. The Joint Principal (NS) will consult the LADO if there is any doubt about whether the concern meets the harm threshold. Low level concerns about supply staff or contractors will be shared with their employers.

Unfounded or malicious allegations

10.22 We have a duty to safeguard children from harmful actions including unfounded allegations which may be injurious to their mental health and wellbeing.

10.23 Where an allegation by a student is shown to have been deliberately invented or malicious, the Joint Principal (NS) will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

10.24 Where a parent has made a deliberately invented or malicious allegation the Joint Principal (NS) will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the school or a member of staff unreasonably.

10.25 Whether or not the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Record keeping

10.26 Details of allegations found to be malicious will be removed from personnel records of the accused.

10.27 For all other allegations, full details (including the concern, date, context, action and reporter), will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer. Any information relating to sexual abuse will be retained in line with the IICSA recommendations.

10.28 An allegation that is unsubstantiated, unfounded or malicious will not be referred to in employer references of the accused. Allegations which are substantiated will be included in references as a record of unopinionated fact.

Alleged Or Suspected Abuse Carried Out By A Student Or Young Person: child-on-child abuse

11.1 Children can abuse other children. Staff must be aware that there is a distinction to be made between what constitutes normal developmental exploration and student-to-student / child-on-child abuse. Abuse includes but is not limited to: prejudice-based and discriminatory bullying and / or cyberbullying; violence; non consensual sexual activity, sexual touching, sexual violence and / or harassment; assault; initiation rituals; hazing¹⁴; upskirting¹⁵, cyber-flashing, and consensual and coerced self-generated imagery; physical abuse (hitting, shaking, biting, hair pulling); physical harm; non-consensual sexual activity including forced stripping, touching or with a third party. It may also include online cyberbullying through threats and encouragement of physical abuse. Child-on-child abuse can take place in a child's intimate personal relationships and within their own domestic setting.

11.2 Child-on-child abuse will never be dismissed simply as 'banter' or 'part of growing up'. It will not be tolerated. SEND and LGBTQ+ or those who are perceived as SEND

¹⁴ Any action intentionally causing embarrassment, harassment or ridicule, which risks emotional / physical harm.

¹⁵ The Voyeurism Act 2019 criminalised image-taking under a person's clothing without their permission / knowledge, with the intention of viewing their genitals or buttocks, either for personal gratification or the humiliation, distress or alarm of the victim.

or LGBTQ+ students may be particularly vulnerable. We also recognise the extra

impact of bullying on boarders, because they do not have the same opportunities as day pupils who can leave School to go home each day. If the action is considered to be bullying the School's Anti-Bullying Policy (see *Promoting Good Behaviour Policy*) will be evoked. The absence of reported cases of child-on-child abuse, does not necessarily mean that it is not happening. Given the unrestricted access to the internet afforded by mobile networks, such abuse can easily bypass and therefore not register on the School's filter systems. All staff should challenge abusive behaviour between children and should remain permanently vigilant. If you have any concerns at all please contact the DSL.

- 11.3 Child-on-child abuse is often, but not always, gendered in nature (boys victimising girls) but it can be vice versa or non-gendered, thus all allegations or suspected child-on-child abuse should always be reported to the DSL / Dep DSL who will then follow MSP procedures. This includes abuse outside of School, inside of School and student-on-student abuse. The DSL may contact parents, as appropriate.
- 11.4 Actual or suspected abuse will be referred to MCS by immediately informing the Contact Centre 0161-234-5001. If the case is more serious the police should be contacted first.
- 11.5 The welfare of all students concerned will be addressed. Steps will be taken to ensure the immediate protection of the victim, alleged perpetrator, and other potential victims.
- 11.6 Further guidance about relationships between students is given in the School's Promoting Good Behaviour Manual.

Child-On-Child Sexual Violence And Sexual Harassment ¹⁶

- 12.1 Child-on-child sexual violence and harassment can take place between two or more children of any age or gender and within personal relationships, on line or face-to-face. Boarding students may be vulnerable to extra risks on account of the close nature of the boarding community sharing sleeping accommodation. It is never acceptable and is equally serious wherever it happens. It can seriously affect the child's mental and physical health as well as educational attainment. Early intervention can help prevent future abusive / violent behaviours. In addition to the MSP procedures outlined above:
 - All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Victims should never be made to feel ashamed or that they are creating a problem. Staff need to act quickly and calmly, and be supportive and respectful of the child who is likely to be traumatised. Their wellbeing is paramount. We seek to provide an open and secure telling culture where victims feel safe to disclose incidents
 - A clear statement that sexual violence (such as rape, assault by penetration and sexual assault), and harassment (such as sexual comments, remarks, jokes and online harassment, upskirting) is not acceptable nor tolerable. It is neither 'banter' nor 'part of growing up' nor usual behaviour
 - Confidentiality is not promised.
 - Ensure actions do not jeopardise police investigations
 - As appropriate, we shall refer to the DfE's 'searching, screening and confiscation' advice including that staff will not forward or view illegal images of a child

¹⁶ See <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

- The written report should be shared only with those staff who progress the case

- and is treated on a case-by-case basis
- The victim should be told what the next steps will be
- Give full attention to the victim and write up the report immediately after the disclosure
- The victim may disclose the abuse in stages, so it is important to keep the dialogue open
- Inform the DSL or a deputy DSL as soon as practically possible
- The DSL will make a bespoke, live and immediate written Risk and Needs Assessment to consider:
 - i. The alleged victim (protection and support)
 - ii. The alleged perpetrator
 - iii. All other children at the School
- Using the Risk Assessment the DSL will outline adequate measures for the School to put in place to protect and keep safe all students
- It is likely that Risk Assessments by social workers and / or children's sexual violence advisors (ChISVAs) will be required which in turn will inform the School's response.
- The DSL will consider:
 - i. the victim's wishes as to how the investigation proceeds
 - ii. the nature of the alleged incident
 - iii. the ages of the children
 - iv. the developmental stages of the children
 - v. any power imbalance between the children involved e.g. if either child has SEND and would be, therefore, particularly vulnerable
 - vi. if the alleged incident is a one-off
 - vii. any ongoing risks to the victim or others
 - viii. any on-going protection and support required (e.g. sharing classes / Houses/ boarding context) and to pass on details of the support if the victim moves schools
 - ix. the wider familial, extra-familial and social contexts
 - x. support for the alleged perpetrator particularly for any unmet needs

Alleged Or Suspected Abuse By Anyone Else

- 12.2 Staff must be alert to the vulnerability of the students. Disclosure of any abuse should be handled following the guidance above. If there are allegations or suspicions that a student is being or has been abused, they should be immediately raised with the DSL.
- 12.3 Steps may be taken to secure the immediate protection of the student following MSP / MCS procedures. If there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a 'no-names' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority children's Social Care Services will be made without delay (and in any event within 24 hours).
- 12.4 If the initial referral is made by telephone, the DSL will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority children's social care services again.
- 12.5 **NB:** In cases of severe harm the police will be informed at the outset.
- 12.6 Any referral may result in a Multi-Agency Strategy Meeting.

Children Absent from Education (CAE)

- 13.1 All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Action will be taken in such situations to alert the student's home local authority. A child taking unexplainable and / or persistent absences from education particularly repeatedly or for long periods of time, is a potential indicator of abuse or neglect including: sexual exploitation; county lines; mental health problems; risk of substance abuse; risk of travelling to conflict zones; FGM; forced marriage; and risk of going missing in future. Early intervention is vital to identify any underlying safeguarding risk.
- 14 *Registration and Attendance Policy, Absence from School and Missing Student Procedure* (Policies Folder, Sharepoint), outlines our practice if any student is missing from School, without authorisation, in any way at any time. We follow the statutory guidance on school attendance *Working Together to Improve School Attendance 2024* and UKVI sponsor duties for our CAS international students.
- 14.1 The School will inform the local authority of any student who is going to be deleted from the admission register where they:
- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - have ceased to attend school and their ongoing education choice has not been made known to us
 - have been certified by the student's Doctor as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the child nor parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the Joint Principal (NS) does not reasonably believe they will be returning to the school at the end of that period;
 - or, have been permanently excluded.
- 14.2 The student's home local authority will be notified if the student is to be deleted from the School's register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. This compliance ensures the local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation. The DSL will forward any Child Protection Records to the student's new educational establishment.
- 14.3 In a situation where an overseas student leaves, mid-course, the DSL and Joint Principal (NS) will make every effort to ensure confirmation of and from the destination institution. If this has not been divulged the Joint Principal (NS) will endeavour to pass on our concern, as appropriate, to the young person's home authority and/or seek further information from their guardian.

Prevent

- 14.1 There is no single age or background profile for a student to be susceptible to radicalization; the process by which children and adults are persuaded to promote terrorism and extreme ideologies: thus all students must be considered to be at risk. Staff should look out for Extremism: the vocal or active opposition to

Fundamental British Values (including Democracy; Rule of Law; Individual Liberty; Mutual Respect and Tolerance of different faiths and beliefs;) and calls for the death of members of the armed forces at home or abroad. A child might be radicalised as a result of various background or familial influences and / or through social media and online content. Changes in a child's behaviour may indicate radicalisation, and if staff identify children susceptible to radicalisation they should tell the DSL who may make a Prevent referral.¹⁷

14.2 The School recognises the four key areas of action in relation to the **Prevent Duty 2023** as set out in the Counter Terrorism and Security Act 2015¹⁸. These may be summarised as:

- Identifying the local risk
- Identifying susceptible students
- Work in partnership with other agencies
- Keep students safe on line (recognised as a key location for radicalisation).

14.3 Chetham's is in a PREVENT Priority area covering the centre of Manchester. The School will continue to offer Specific training to identify radical behaviours including: CONTEST (Prevent-Pursue-Protect-Prepare); and CHANNEL (a multi-agency early identification and protection support programme, including diversion away from risk). The School has undertaken a PREVENT risk assessment, submitted to Manchester City Council (available on the intranet) as described in the PREVENT duty. The Risk Assessment covers:

- Visiting speakers (checking speech content, challenging mid speech)
- Working in partnership with CHANNEL
- Staff training to identify students at risk
- Policies to protect staff and students including; AUP; IT; Social Media; network filters; regular guidance and tuition about online safety (Digital Safety) including the 4 Cs (see paragraph 135 of KCSIE 2025) through assemblies, PSHE, IT lessons and Tutor groups; termly Digital Safety committee.

14.4 Additional Support is available from the Department for Education on Prevent and Channel Awareness, and free resources via Educate Against Hate.

Circle Of Care

15.1 In any situation where a student is adversely affected the DSL will appoint a 'Circle of Care'. This will be a small number of appropriate adults who will have a greater knowledge of the concern and take on the responsibility of providing support for the student. It is rarely necessary for a wider number of staff to have this level of knowledge. The Independent Listener may also be an appropriate contact for the student. Posters indicating contact details can be signposted to the student.

Policy Monitoring, Oversight And Evaluation

16.1 This policy was first reviewed and approved in its current format by the Governing Body May and October 2014. The Governing Body undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged.

¹⁷ See Appendix B of KCSIE 2025 for Prevent e-learning modules links

¹⁸ The Anti-Terrorist Hotline telephone number is: 020 7340 7264 Email: counter.extremism@education.qsi.gov.uk

- 16.2 When carrying out its annual review of Safeguarding practices, the Governing Body will review its findings in order to identify the processes undertaken and decisions made. The review should include monitoring of awareness of Safeguarding procedures including medical professionals. Any weaknesses or deficiencies identified in the Policy and Procedures will be remedied immediately.
- 16.3 The DSL presents three anonymised reports per year to the Governing Body for information and review and meets regularly with the designated member of the Governing Body.
- 16.4 In addition, the Safeguarding Committee of the Governing Body, carries out the front-line scrutiny of the DSL and Deputy DSLs' work and records; including referrals to external agencies; regular recorded meetings between the DSL and the Member of Governing Body with responsibility for Safeguarding. The Safeguarding Commission oversees the School's Child Protection and Safeguarding.

Review Process

The Policy is reviewed annually after the release of the latest draft edition of KCSIE. The Governing Body signs off the policy each September, once the policy has been cross-referenced with the published version of KCSIE. Updates are made where necessary during the course of the year.

Related Policies

Acceptable Use and Digital Safety
Accessibility Plan
Care and Supervision of Choristers
Child-on-Child Abuse
Coerced Self-Generated Images
Compensatory Education
Equality
Health and Safety
Mental Wellbeing
Promoting Good Behaviour Manual
Registration and Attendance Policy, Absence from School and Missing Student Procedure
Remote Learning Procedures
Safer Recruitment
Whistleblowing.

Appendix 1 Types of Abuse

What is child abuse?

- 1.1** **Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term 'child abuse' – it's not always easy to know if someone is being abused, it can take place wholly on line or tech. may be used to facilitate offline abuse. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will.**
- 1.2** All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. They are not exhaustive. At times there will be straightforward explanations for injuries or behaviour. What is essential is that staff share their concerns with the DSL and that these are discussed in the light of what is known about the young person's circumstances and with those professionals with the responsibility to investigate abuse.

Definitions of Child Abuse, Neglect and Exploitation (KCSIE 2025)

- 1.3** **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. They may be abused by an adult or adults or another child or children, in a family or institutional or community setting usually by someone known to them. Abuse can take place wholly on line, or technology can be used to facilitate offline abuse.
- 1.4** **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. It can also include the sending content on the internet such as: flashing images to a person with epilepsy; content that encourages or assists self-harm or suicide.

Possible signs of physical abuse:

- Unexplained injuries and / or refusal to discuss them;
- History of bruises / injuries with inconsistent explanations;
- Cigarette burns;
- Long bruises – possibly made by a belt or a stick;
- Teeth marks;
- Fingertip / slap marks or bruises;
- Bilateral black eyes;
- Self-destruction tendencies and poor mental health;
- Aggression towards others;
- Untreated injuries;
- Fear of medical treatment;
- Unexplained patterns of absence that could be in order to hide injuries.

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, backs of hands, back of wrists, inner thighs, back of legs.

- 1.5** **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 and online threats), 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.

Possible signs of emotional abuse:

- Developmentally delayed
- Inappropriate emotional responses
- Self-harm
- Extreme passivity or aggression
- Running away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression and poor mental health
- Excessive fear of parent/carer

1.6 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; upskirting; watching sexual activities; encouraging children to behave in sexually inappropriate ways; or grooming a child in preparation for abuse, including via the internet, e.g. nudes and Semi nudes / Coerced Self-Generated Imagery (CS-GI) or sexting; cyberflashing; Intimate Image Abuse. Sexual abuse can take place on line, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Possible signs of sexual abuse:

- Depression, suicidal, self-harming, poor mental health
- Anorexic / bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem of abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Fear of certain people
- 'Chronic / persistent' medical problems (stomach pains / headaches)
- Withdrawn, isolated, excessively isolated

1.7 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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
- respond to a child's basic emotional needs.

There is often little professional consensus about what constitutes neglect. The following indicators have been highlighted by a recent research study as gaining considerable professional consensus as indicators of probable or definite neglect:

- Non-compliance with specific medical care
- Inadequate or dirty clothing
- Inappropriate supervision
- Body odour
- Poor health surveillance and immunisation uptake
- Domestic abuse
- Severe dental decay
- Not registered with GP or dentist
- Frequent accidents or injuries to young person
- Poor feeding or sleeping patterns
- Refusal to accept social care input

1.8 Child Abduction and Community Safety: The unauthorised removal of a child from a parent or guardian can be committed by family, friends or strangers. Staff need to be vigilant for people loitering near the School or pupils in conversation. As students are given more freedom to roam it is important that students are given advice on how to keep safe and streetwise. The Good Behaviour Manual contains such advice for keeping safe in the city. Building confidence and resilience rather than simply scaremongering is a key part of Tutor Time, Assemblies and lesson time PSHE.

1.9 Child-on-Child Abuse

Children can abuse other children at any age, at school, outside school, at home, and on line. It is most likely to include but is not limited to:

- Bullying (including cyber, prejudice-based and discriminatory)
- Abuse in intimate personal relationships between children
- Physical abuse including: hitting, kicking, shaking, biting, hair-pulling, other physical harm
- Sexual violence including; rape; assault by penetration; sexual assault.
- Sexual harassment including: sexual comments, remarks, jokes, and online.

See *Child-on-Child Abuse Policy*.

1.10 Children and the Court System: When students are required to give evidence in court either for crimes they've witnessed, had committed against them or have committed themselves, they will need support. There are age appropriate guidebooks available from GOV.uk for young witnesses. Likewise for situations involving child arrangements (custody). See references section, below.

1.11 Children with Family members in prison are at risk from poor mental health, poverty, and isolation. The National Information Centre on Children of Offenders has good advice for Schools.

1.12 Cybercrime refers to any criminal activity committed using computers and / or the

internet. There are two types of cybercrime: a) cyber-enabled (can happen offline but are faster and scaled up on line; b) cyber-dependent (need an online computer).

Cyber enabled crimes include: fraud; purchase of illegal drugs; CSE

Cyber-dependent crimes are: 1) unauthorised access to computers (hacking); 2) overwhelming a computer network or website with traffic (denial of service; booting); 3) Malware (viruses, spyware, ransomware, botnets, Remote Access Trojans).

Students with computer skills and interest may be tempted into Cybercrime. The national Cyber Choices programme works with local and national police to prevent young people from being drawn into cybercrime.

1.13 Female genital mutilation (FGM) is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the external female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons. The Main risk factors for FGM are:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- We use MSP procedures as our guidelines.

All staff have a legal duty to report **personally and directly to the police** any awareness / concerns / knowledge that an act of FGM appears to have been carried out on a girl aged 18 and under. Staff should phone 101 or in an emergency call 999 immediately. All staff should speak to the DSL with regard to any concerns about FGM also.

1.14 So-called **Honour Based Violence (HBV)**, including faith or belief-based abuse, encompasses crimes which have been committed to protect or defend the 'honour' of the family and / or the community and can include FGM, forced marriage and practices such as breast ironing. Abuse can involve a wide network including family and community, and therefore, multiple perpetrators. Multi-agency alertness including community groups, is recommended. The School will follow guidance in Part One and Annex A (Part One condensed) of KCSIE 2025. Staff should alert the DSL if they have a concern, who may then follow safeguarding procedures.

1.14 Children may be involved in or at risk from **Serious Violence**. Indicators may include:

- Increased absence
- Change in friendships with older students
- Significant decline in performance
- Self harm
- Significant change in wellbeing and mental health
- Signs of assault / unexplained injuries
- Unexplained gifts

Those at higher risk of involvement are students who are: male; frequently absent; permanently excluded; involved in offending.

1.15 The School recognises its role in identifying instances of **Forced marriage** where a person is coerced into marriage against their will and / or because they are unable to discriminate the seriousness of the situation because of lack of ability to give consent. Violence, threats (physical or emotional or psychological) or other coercion is used to force the marriage. Some perpetrators use perceived cultural practices to coerce someone into marriage. Further guidance can be found in Annex B of KCSIE 2025. There is a hotline for concerns about possible situations of Forced marriage: Tel 0207008 0151 or email fmu@fcdo.gov.uk.

1.16 Child Criminal Exploitation (CCE) involves an imbalance of power where the child is controlled, manipulated or deceived into criminal activity a) because the victim wants or needs something; b) for the advantage of the perpetrator; c) through threats or actual violence. Physical contact is not a necessary part of CCE. Exploitation may have taken place even if the activity seems consensual. The experience of being criminally exploited, and therefore the indicators of CCE may be different for boys and girls. Signs of CCE:

- Unexplained gifts / new possessions
- Associating with other exploited children
- Changes in emotional wellbeing
- Drug / alcohol misuse
- Going missing or regular lateness
- Missing school regularly

Children being criminally exploited are also at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE) Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs, County Lines, and groups. **Exploitation** is defined by an imbalance of power in the relationship. CSE 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. CSE does not always involve physical contact; it can also occur through the use of technology (WT 2026). CSE can affect any child under 18 including those over 16 who can legally consent to have sex and can include contact and non-contact sexual activity. It may occur without the child's knowledge (e.g. copying online digital images). CSE may include some or all of the indicators of CCE and / or also the following:

- Older boy / girlfriends / partners
- Sexually transmitted infections
- Pregnancy
- Escalating exploitation
- Vulnerable young people are exploited
- Sex is exchanged for gifts / affection
- Drink, drugs and 'psychoactive substances' are used
- Power, which increases as exploitation develops
- Possibly no external signs of abuse
- Cyberbullying
- Local area HOT SPOTS including areas close to the School.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.' See KCSIE 2025 Part 1 and Annex A. There is a growing recognition that children brought up in 'high criticism, low

warmth' households are particularly vulnerable to CSE.

1.17 County Lines (as part of CCE) describes the use of dedicated mobile phone or deal lines by organised drug gangs to move drugs and money. Children can become trapped by threats of violence (often extreme) and kidnap, and by drug debts. Signs include missing school or home. Use of the National Referral System (national Crime Agency, Human Trafficking) should be considered.

1.18 Domestic Abuse and / or violence in the home refers to one or more incidents of controlling, coercive or threatening behaviour violence or abuse between current or former intimate partners or members of family, or other personal connection, over the age of 16 of any gender, sexuality, ethnicity, socio-economic background. The Domestic Abuse Act 2021 recognises that children can be victims. Young people may suffer Domestic Abuse in their own personal relationships. Domestic Abuse can include (without limitation):

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children who have been exposed to Domestic Abuse, (including seeing, hearing or experiencing its effects), may suffer a long-lasting and detrimental emotional and psychological impact which affects their own relationships, well-being, development and ability to learn. They may feel that they are blameworthy. They might leave home as a result. Operation Encompass is an expedited police alert system whereby the DSL is informed by the police of a schoolchild who has experienced Domestic Abuse before they arrive in school the next day, so that they can receive appropriate, timely and informed support at School. N.B. siblings may also be affected and require support. National Domestic Abuse Helpline 0808 2000 247.

1.19 Homelessness: or the risk of losing the family home can impact on children's wellbeing. The DSL has the details of referral routes to the local Housing Authority. Indicators of risk include: non-payment of fees; household debt; domestic abuse; anti-social behaviours. Children living at home or those over 16 living away from home may be at risk. The DSL will inform Children's Social Care of any concerns to enable early intervention and additional support.

1.20 Incel: Online groups of men who consider themselves unattractive yet are desirous of relationships describe themselves resentfully as Involuntarily Celibate. They feel entitled to sex and harbour extreme and violent hatred of sexually active men and women and are prone to extreme racial and antisemitic prejudice. Male students with low self-esteem may be at risk of being radicalised by Incel forums. Staff should report self-pitying, misogynist and misanthropic comments to the DSL. Incel subculture is very similar to other forms of extremism and may indicate a likelihood of radicalisation.

1.21 Mental Health problems can indicate that a child has suffered or is at risk from suffering abuse, neglect or exploitation. Only trained professionals should attempt diagnoses, but staff are well placed to observe changes in behaviour which may indicate that a child is experiencing or at risk of developing mental health problem. Abuse, neglect and other potentially traumatic adverse experiences can impact children's mental health in childhood and beyond. If you have a mental health concern which is also a safeguarding concern then you should contact the DSL immediately.

1.22 Modern Slavery: Human trafficking; slavery; servitude; forced labour; forced

criminality; forced organ removal; are all forms of exploitation. The DSL would invoke the National Referral Mechanism over any such concern.

1.23 Private Fostering occurs where a child under the age of 16 (or 18 if disabled) is cared for and housed by someone who is neither a parent, a relative, nor a person with parental responsibility for more than 28 days. If you suspect a case of private fostering, alert the DSL without delay, who will then contact the relevant LA.

Appendix 2

Ten Tips Card, and Allegations Flowchart

Ten Tips Credit Card Content

Front

Ten Tips for responding to Safeguarding and Child

Protection Concerns

- ❖ Stay Calm
- ❖ Do not guarantee confidentiality.
- ❖ Reassure and be prepared to listen.
- ❖ Do not ask leading questions.
- ❖ Do not be a detective.
- ❖ Record & report ASAP (Concern Form or via CPOMS)
- ❖ Keep your original notes to hand in
- ❖ Reporting Routes - see over.
- ❖ Follow advice given by the DSL.
- ❖ Alert Security if appropriate



Abuse can be: Physical, Sexual, Emotional, Neglect
Abuse is possible anywhere.

Safeguarding & Reporting is everyone's responsibility.

Back

Report Concerns about:

- **Staff Concerns inc Low Level → Joint Principal (JP- NS)**
- **JPs → Chair of Governors or Chair of Safeguarding Committee**
- **Any other concerns → the DSL, Andrea Price** or in her absence to the **Deputy DSLs** Ian Mayer (Music) (232), Julia Harrison (341), Joshua O'Brien (233) or **ask Security to contact them directly. Email: dsl@chethams.com**

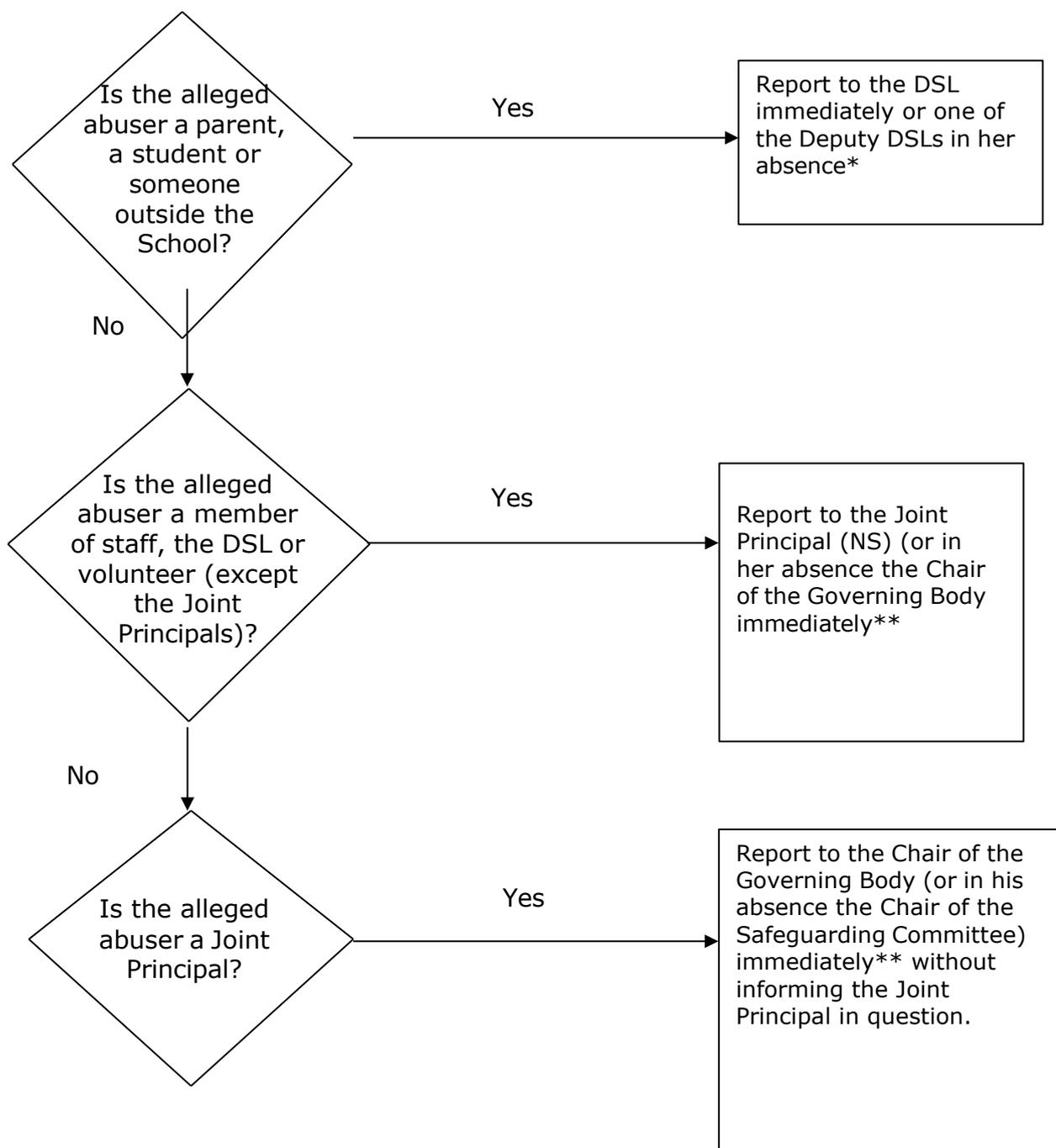
Speak ASAP. Do not disclose to the subject of the concern.

Alternative referral numbers are:

MCS 0161 234 5001, Or NSPCC Helpline 0808 800 5000.
Police 101 (or in an emergency 999.)
NSPCC Whistle-blowing helpline 08000 280285.
Anti-terrorist hotline 020 7340 7264.
Medical Centre Ext 217 Mobile 07917 142760.

Concerns and Allegations Flowchart

Are you worried about a child or have you received an allegation that a child has been abused or is at risk of significant harm? Do not investigate the matter yourself. Speak to the person shown below depending on who is alleged to have committed the abuse.

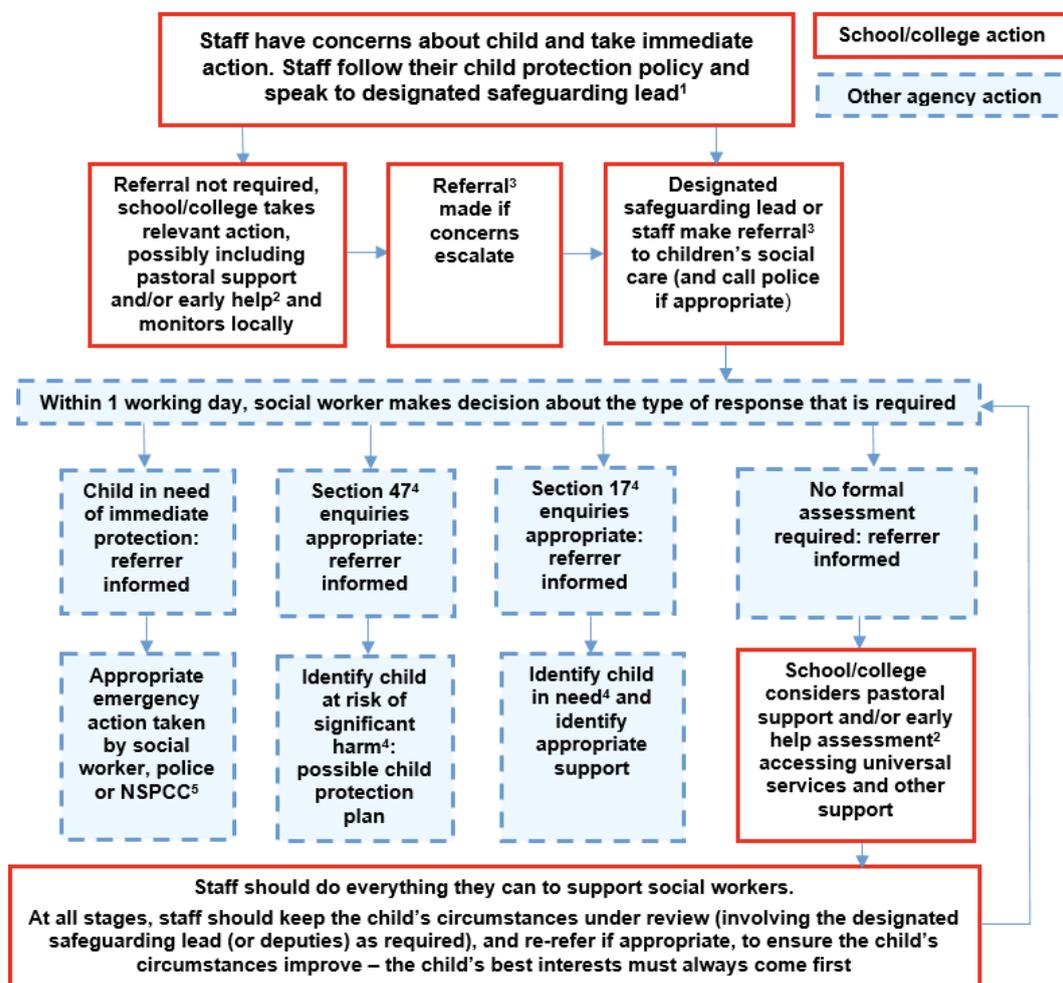


* The DSL should consult the Joint Principal (NS); who will then contact the LADO.

** The Joint Principal (NS) / Chair of Governing Body (as appropriate) will contact the LADO and follow procedures in DfE guidance *KCSIE 2025*.

In the unlikely event of these routes being unavailable / inappropriate you should report allegations about staff directly to the LADO by using the referral form Appendix 6 or Tel 0161-234-1214, MSP 0161-234-5001 or, the police 101 (or in an emergency 999).

Responding To Concerns Over A Child's Welfare Or Suspicions Of Abuse



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of KCSIE.

2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter 3 of *Working Together to Safeguard Children* provides detailed guidance on the early help process.

3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter 3 of *Working Together to Safeguard Children*.

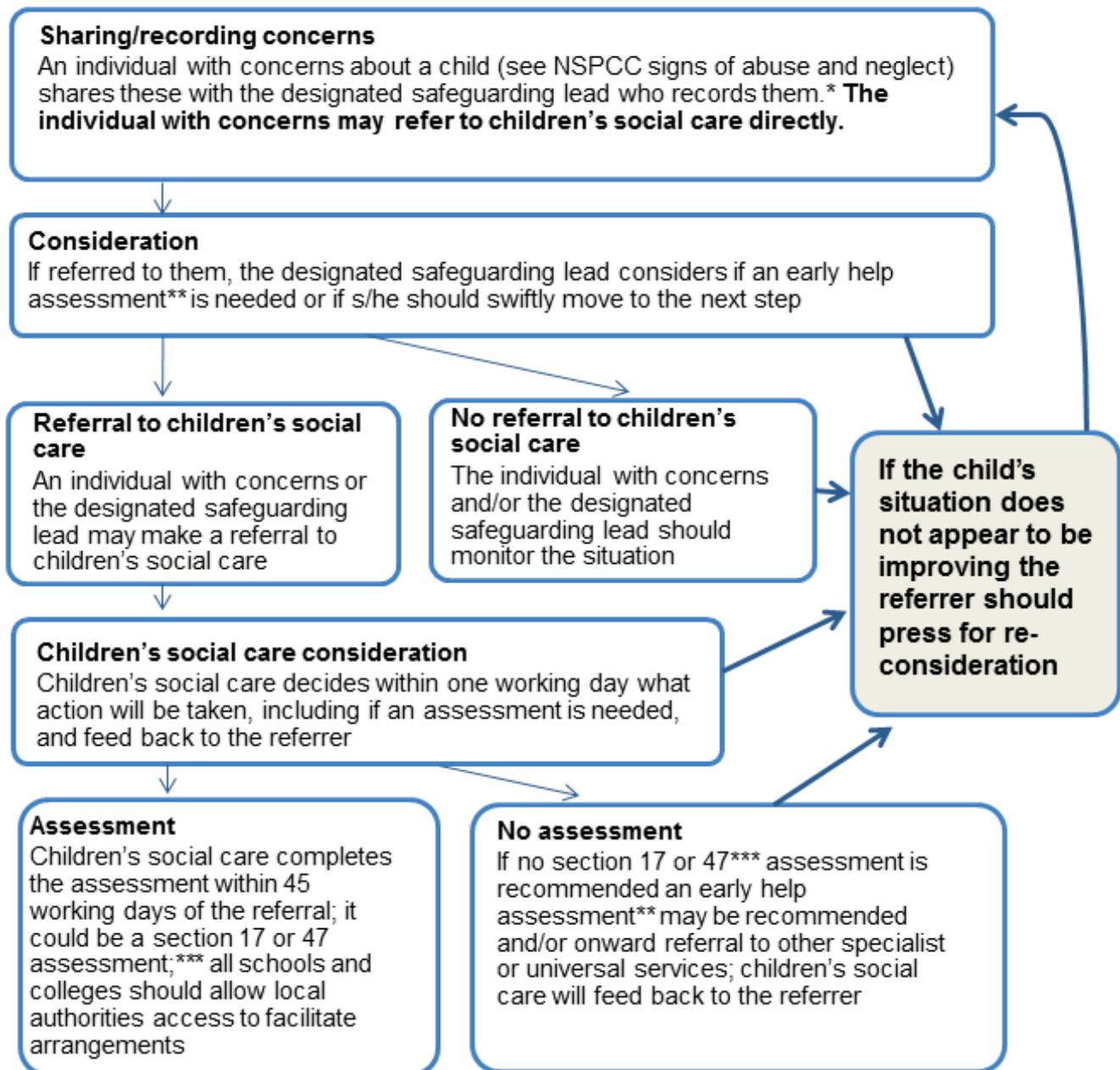
4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter 3 of *Working Together to Safeguard Children*.

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

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 3 School Safeguarding Concern Form

Abuse is possible anywhere. Reporting is everyone’s responsibility. The important points are that: safeguarding and wellbeing are addressed urgently; notes are made, dated, signed; and passed to the appropriate person.

DO NOT INFORM THE SUBJECT OF THE CONCERN

Internal Procedure:

This form **must** be used to record a disclosure or any concern about a student’s safety. Speak to the appropriate person (see below) ASAP and pass the completed form to them.

Once you have filled in this form, it is essential that you immediately make contact with, and pass the information to:

- a) The Chair of Governors (if the concern is about either Joint Principal)
- b) the Joint Principal (NS) (if concerns are about a member of staff or DSL) or
- c) to the DSL, Andrea Price (any other safeguarding concerns) or in her absence to a Dep DSL: Ian Mayer (music), or Julia Harrison (Vice Principal); Joshua O’Brien (Head of New College House).

Contact details for the above are available from Security. Or you can email dsl@chethams.com . Please attach to this form any written notes, taken during the meeting with the student.

Student’s full name and Year	House
	Tutor
Date and time of this record	Your name and position
Have you spoken to the student? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, Please <u>reassure</u> the student that they have taken the correct step in passing on this information.	
Why are you <u>concerned</u> about this student?	
What have you observed and when?	

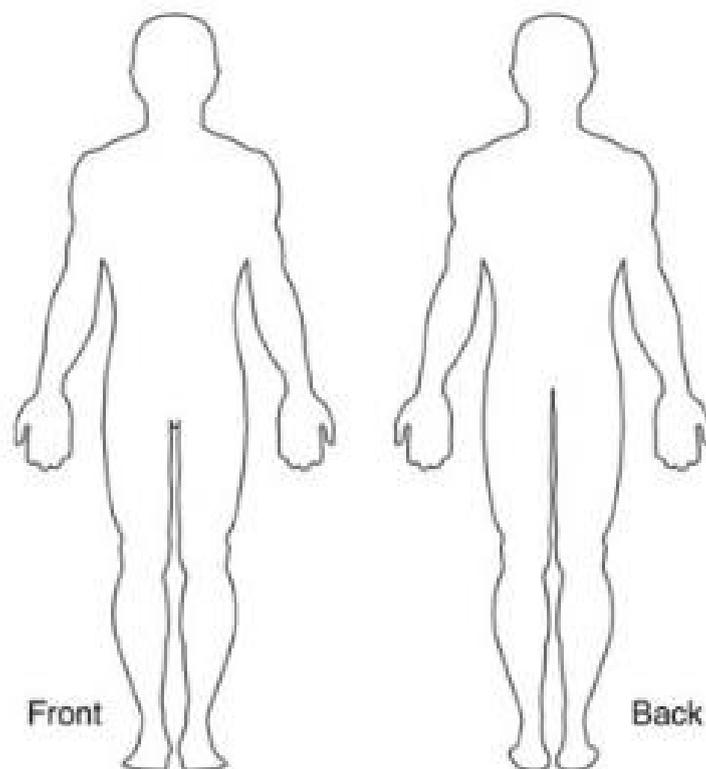
What have you heard and when?	What did they say? Recall and use the student's own words.
What have you been told and when?	
Date and time you handed in this form.	Have you spoken to anyone else about your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are the parents / carers aware of your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, who?
	Is this the first time you have been concerned about this student? <input type="checkbox"/> Yes <input type="checkbox"/> No
Further details	

Signature _____ **Printed name** _____

Alternative referral numbers are: MCS 0161 234 5001 or NSPCC Whistle-blowing helpline 08000 280285 or NSPCC Helpline 0808 800 5000 or Police 101, (or in an emergency 999). If the allegation is about a member of staff and you are unable to contact NS, you may email the LADO (Appendix 6) or call 0161-234-1214

[Copies of this Concern Form are available on Sharepoint (Chetham's Child Protection and Safeguarding Policy, Appendix 3), School Website, in Houses, Staff Rooms, Medical Centre, Principal's Office, Music Office, Director of Finance's Office, General Office, Reception, Housekeeping Office, Security, and Maintenance, Stoller Hall and Chetham's Library Offices.]

Concern Form Body Map



1. Describe injuries in the text box below. Mark injured area with a X. If there are multiple injuries use numbers on the map/description to identify each injury. If there is an injury be sure to **contact the Medical Centre ASAP.**

Appendix 4 Code of Conduct for Staff

1. Ethical Practice and Professional Standards

All staff are expected to uphold the highest standards of professionalism, act as role models, and contribute positively to the School community. Staff must:

- Prioritise the safety and welfare of students above all else
- Act in ways that do not cause harm or distress to students
- Share safeguarding concerns promptly, in accordance with the Data Protection Act 2018 and GDPR, which allow sharing of 'special category personal data' for safeguarding purposes
- Follow all safeguarding and teaching policies
- Recognise and respond to individual student needs
- Demonstrate commitment to non-discriminatory practice
- Be aware of power dynamics and never misusing authority
- Understand the legal implications of being in a position of trust, including the Sexual Offences Act 2003
- Treat others with courtesy, regardless of role or status
- Be accountable for their own behaviours
- Strive to maintain and grow their competence, skills and knowledge
- Operate with honesty, transparency, and fairness
- Represent Chetham's professionally and positively in all circumstances.

2. Boundaries and Relationships with Students

Staff must maintain professional boundaries at all times:

- Relationships must remain professional and supportive, not social or personal
- No sexual relationships or sexually motivated activity can take place with any student whether they are over or under 18 years old. This is a criminal offence and would be pursued fully. This includes any activity outside of Chetham's
- Off-site social meetings with students are strictly prohibited. Staff must not meet students socially by implication (e.g. "I'll be at X venue...")
- On-site school events (e.g. leavers' dinner) are permitted only when risk-assessed and supervised
- Report any behaviour that suggests a student may be at risk
- Encourage students to reach their full potential
- Never condone inappropriate behaviour
- Avoid actions that could bring the school into disrepute
- Seek support for personal issues that may affect professional practice
- Stay informed about safeguarding issues (e.g. FGM, CSE, PREVENT) and keep up to date with training
- Report any extreme or radical views expressed by staff or students (PREVENT)
- Raise concerns about unsafe practices via the Whistleblowing Policy or external channels (e.g. NSPCC)

3. Safeguarding and Good Practice

Staff must:

- Treat students respectfully in speech and behaviour
- Set a positive example
- Speak calmly and respectfully
- Involve students in decisions affecting them
- Encourage safe and positive behaviour
- Listen actively
- Maintain professional boundaries
- Report behavioural changes or concerns to the safeguarding team
- Understand and follow all safeguarding, behaviour, attendance and inclusion policies
- Ensure they are trained annually in safeguarding and child protection
- Avoid physical contact unless absolutely necessary and explain actions clearly e.g. first aid

- Seek student consent before necessary physical contact (e.g. during instrumental lessons)
- Report and record any physical contact concerns
- Report student infatuations or inappropriate behaviour
- Report Low Level Concerns about other colleagues
- Maintain appropriate language and avoid sexualised or derogatory comments
- Consider the potential of personal, family and lifestyle circumstances which might increase the risk of abuse
- Refer all injuries or illnesses to the Medical Centre and DSL.

4. Unacceptable Practices

Staff **must not**:

- Use force outside of 'reasonable force' guidelines
- Use corporal punishment or humiliating behaviour
- Engage in gossip or speak negatively about students or colleagues
- Treat any member of the Chetham's Community disrespectfully
- Allow students to use offensive jokes or language
- Invite students to their home or give personal contact details
- Engage in or condone inappropriate physical contact
- Provide access to alcohol, cigarettes, drugs, or pornography
- Discriminate based on protected characteristics (Equality Act 2010)
- Transport students without prior approval and risk assessment
- Use personal devices or accounts to communicate with students
- Develop non-professional relationships with students
- Abuse their position of trust as explained in the Sexual Offences Act 2003.

5. One-to-One Tuition

When working one-to-one with students:

- Follow departmental risk assessments and policies
- Keep doors open or remain visible through the door panel
- Avoid prolonged or unnecessary meetings during normal working hours
- Maintain physical distance unless necessary
- Avoid physical contact
- Avoid using "engaged" signs or covering windows
- Keep discussions professional and avoid confidences
- Report any concerning incidents immediately
- Ensure all one-to-one sessions are timetabled or logged.

6. Use of School Premises and Resources

- Staff must not use School premises, including boarding accommodation, practice rooms, or resources for personal business without written permission from the Joint Principals
- Permission is granted only in exceptional cases and must be risk-assessed
- Staff must not use their role at Chetham's to promote private business interests or be ambiguous about their role
- Staff must declare any external employment or business interests and not conduct them during work hours.

7. Contact Outside of School

Staff must:

- Avoid non-professional contact with students outside school
- Use only school contact details for communication
- Avoid sending personal messages or gifts unless approved
- Not meet students informally or give lifts unless risk-assessed and approved
- Ensure online teaching from home is professional and free from inappropriate background content: see the Remote Education Policy and Online Activity Policy
- Refer to the Offsite Tuition Policy.

8. Social Contact and Friendships

- Staff must not meet students socially
- Any social contact that could be misinterpreted must be reported
- Staff must inform the Joint Principal if a friendship with a parent / carer develops beyond platonic.

9. Conduct Outside School

- This Code of Conduct applies to all school-related activities, including trips and clubs
- Staff must follow the Educational Visits Policy for off-site activities
- Staff must ensure safeguarding standards are upheld during external engagements (e.g. tutoring, coaching).

10. Transporting Students

- Use school minibuses where possible
- Private vehicles may only be used in emergencies with prior approval and risk assessment
- Ensure fitness to drive, appropriate insurance, and safety measures – pre-approved
- Record all journeys and report impromptu lifts
- Refer to the *Educational Visits Policy*.

11. Photography, Video, and Recordings

- Follow the Acceptable Use and Digital Safety Policy and Data Protection policy, Online Activity Policy and Procedures
- Use only school-authorized equipment
- Check parental consent via SIMS before taking images
- Avoid one-to-one image capture
- Store images securely and avoid inappropriate use
- Do not view or forward suspect imagery; report to DSL immediately.

12. Gifts and Rewards

- Declare gifts over £30 to the Joint Principal (NS) or those that could be misconstrued
- Decline gifts that may be perceived as bribes
- Rewards must be part of the school system and based on fair criteria.

13. Social Media and Online Safety

- Follow the Acceptable Use and Digital Safety Policy
- Do not accept students or recent ex-students (until at least three years after they have left the school) as social media contacts
- Maintain privacy settings and professional boundaries
- Use school email or Teams for all student communication
- Report any online safety concerns to the Digital Safety Committee.

14. Monitoring and Review of Digital Activity

- Staff and student network usage is monitored via Opendium and reviewed by the Pastoral Team
- The Digital Safety Committee oversees online safety and filtering.

15. Declaration

- All staff must read, understand, and sign this Code of Conduct annually
- Staff understanding of this Code is assessed through appraisals and questionnaires.

16. Code of Conduct Review

The Code of Conduct is reviewed at least annually and updated when necessary by:

- Andrea Price, Designated Safeguarding Lead
- Jon Runswick-Cole, Compliance Officer
- Rosie Pedder, HR Manager

Appendix 5 Role Of The Designated Safeguarding Lead (DSL)

The Governing Body ensures that the School designates an appropriate senior member of staff to take lead responsibility for safeguarding and child protection. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The two Deputy DSLs are trained to take on this role in the DSL's absence. The Joint Principal (NS) maintains DSL-level training and has oversight.

The broad areas of responsibility for the DSL are:

Managing referrals

- Refer all cases of suspected abuse, to the MCS and the designated officer(s) for child protection concerns (all cases which concern a staff member)
- DBS (cases where a person is dismissed or left due to risk / harm to a child); and / or
- Police (cases where a crime may have been committed) ensuring that there is an appropriate adult present during police enquiries
- Liaise with the Joint Principal (NS) to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff, and parents on matters of safety (including online safety, filtering and monitoring on school devices and networks) and safeguarding; and when deciding whether to make a referral by liaising with relevant agencies.

Training

The DSL team receives appropriate training carried out every two years, and any interim updates, in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to keep detailed, accurate, secure written records of concerns and referrals
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The DSL ensures:

- the School's policies are known and used appropriately

- the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and works with the Governing Body regarding this
- the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- strong links with the MCS to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- child protection files of children who leave the school are securely transferred, separately from the main student file, to the new school or college as soon as possible and within 5 days if an in-year transfer or after the start of a new term.
- that confirmation of receipt of such files is obtained and the contents shared with appropriate personnel.

Appendix 6 LADO Referral
Email to quality.assurance@manchester.gov.uk

Referrer Details

Date of referral:

Person Name:

Referrer Position:

Referrer Service:

Telephone no:

E-Mail Address:

Subject Adult

Full Name:

Date of Birth:

Gender:

Address:

Disabled:

Employment Sector:

Name, Address & Tel No. for the Employer / Approving Agency:

Occupation / Job Title / Role:

Workplace Address:

Employment Start Date:

Reason for Referral:

Page 48 of 56

Any other Role with Children:

Child Details:

Name	Date of Birth	Reason for Contact

Actions taken by employer to date:

Alleged Victim(s)

Child's details if Applicable:

Name	Date of Birth	Gender	Ethnicity (if known)	Disabilities (if known)	Address	Legal Status. Looked-after child?	Details of Parents / Guardians

Date of Incident:

Brief Description of allegation or concern:

Any other professional involvement:

Email to quality.assurance@manchester.gov.uk

Referrals to the LADO (guidance from April 2016)

When allegations arise against a person working with children (including volunteers) the employer should follow the procedures outlined in *Working Together to Safeguard Children* (2026). Schools and Colleges should follow the statutory procedures set out in Part 4 of ***Keeping Children Safe in Education 2025*** when allegations of abuse are made against teachers or other school staff.

The procedures should be used when an allegation is made that an adult has:

- behaved in a way that has harmed, or may have harmed a child and / or;
- possibly committed a criminal offence against, or related to a child and / or;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children and / or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all cases all the general principles outlined below will apply. For convenience the term employer will be used to refer to organisations that have a working relationship with the individual against whom the allegation is made.

The Employer

Should:	Should not:
<ul style="list-style-type: none"> • Confirm children are safeguarded 	<ul style="list-style-type: none"> • Investigate the allegation
<ul style="list-style-type: none"> • Obtain the written account which has been prepared by the person to whom the allegation was made 	<ul style="list-style-type: none"> • Interview the child
<ul style="list-style-type: none"> • Record details of potential witnesses 	<ul style="list-style-type: none"> • Interview the subject
<ul style="list-style-type: none"> • Record the details of any discussions and the rationale for any decisions that have been made about the child / member of staff 	<ul style="list-style-type: none"> • Interview potential witnesses

The LADO should be informed of all allegations that come to an employer's attention **and** appear to meet the criteria outlined above, even if the name of the child or children is not known (WT2026), so that the LADO can consult other statutory agencies as appropriate.

It is essential that all sections of the referral form are completed.

The completed referral needs to be sent to quality.assurance@manchester.gov.uk

On receipt of the referral The LADO will contact the employer and:

- Confirm that children have been safeguarded
- Consider whether further information is needed
- Discuss details of the allegation taking into account thresholds (as seen above) for LADO involvement
- Determine whether there is sufficient evidence or information that indicates whether the allegation is unsubstantiated or false
- Determine whether multi-agency investigation of allegation and / or risk of harm to child is indicated
- Consider whether suspension of the individual is appropriate and discuss whether the employer has reached a decision about this.

Appendix 7 Table of Abbreviations

Abbreviation	Full Title	Notes
ADSL	Acting Designated Safeguarding Lead	Temporary post
AUP	Acceptable Use Policy	IT and mobile IT
CAE	Children Absent from Education	
CCE	Child Criminal Exploitation (also County Lines).	
ChISVA	Children's Sexual Violence Advisors	
CP	Child Protection	
CPOMS	Child Protection Online Management System	
CSE	Child Sexual Exploitation	
CS-GI	Coerced Self-Generated Imagery	Includes Nudes and Semi Nudes, Sexting, Youth Produced and Youth Involved Sexual Imagery
DBS	Disclosure and Barring Service	
DepDSL	Deputy Designated Safeguarding Lead	
DfE	Department for Education	
DSL	Designated Safeguarding Lead	
EDI	Equality, Diversity and Inclusion	To eradicate prejudice and discrimination across the organisation
EPO	Emergency Protection Order	
FBV	Fundamental British Values	
FGM	Female Genital Mutilation	
G.P.	General Practitioner	Doctor
H.R.	Human Resources	
HBV	Honour Based Violence	
HoD	Head of Academic Department	
HoH	Head of House	
HoID	Head of Instrumental Department	
HoS	Head of School	
ISI	Independent Schools Inspectorate	
ISSR	(Independent School Standards) Regulations (2014)	
IT	Information Technology	
KCSIE	<i>Keeping Children Safe in Education 2025</i>	
LAC	Looked After Children	
LADO	Local Area Designated Officer	
LGBTQ+	Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer / Questioning, Asexual, Intersex, Ally, 2 spirit, Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender	
LG	Leadership Group	
MCS	Manchester Children's Services	
MSP	Manchester Safeguarding Partnership	
NSPCC	National Society for the Prevention of Cruelty to Children	
PSHE	Personal, Social, Health and Economic	
RSHE	Relationships, Sex and Health Education	
SENDCo	Special Educational Needs and Disabilities Coordinator	
SEND	Special Educational Needs and Disability	

SIMS	School Information Management System	
TRA	Teacher Regulation Agency	
UKCIS	United Kingdom Council for Internet Safety	
UKCCIS	United Kingdom Council for Child Internet Safety	
VCSE	Voluntary, Charity, and Social Enterprise Organisations	
WT	Working Together to Safeguard Children 2026	Updated 18/3/26.

Appendix 8 References and Resources

(See KCSIE 2025 Appendix B for a range of Advice, support and resources)

KCSIE 2025:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

UKCIS Nudes and Semi-nudes:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Working Together to Safeguard Children 2026

[Working together to safeguard children 2026: statutory guidance](#)

[Working Together Young Person's Guidance](#)

Mental Health and behaviour:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Every Mind Matters RSHE teaching resources

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

Contextual Safeguarding

<https://contextualsafeguarding.org.uk>

Report abuse to local council

<https://www.gov.uk/report-child-abuse-to-local-council>

Safeguarding duties for charities

<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>

RSHE one stop resource

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

Safeguarding and remote working

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Secure digital services

<https://www.nen.gov.uk>

360 review of online safety

<https://360safe.org.uk>

Online self-audit (governors' questions, but useful to stress-test our provision)

<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>

Promoting Mental Health and Wellbeing

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Every Interaction Matters webinar:

<https://www.minded.org.uk/Component/Details/685525>

Low Level Concerns Policy

<https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children/>

Peer-on-Peer Sexual violence and Harassment

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

NSPCC sexual harassment resources

<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>

Lucy Faithfull HSB toolkit

https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/?utm_campaign=1540968_HSB%20Toolkit%20email_SOCIAL%20MEDIA&utm_medium=email&utm_source=Lucy%20Faithfull%20Foundation&dm_i=48W7,X100,38NO7C,43A9L,1

NSPCC Harmful Sexual Behaviours (HSB) framework (2019)

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

<https://shorespace.org.uk>

Young Witnesses:

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Abduction:

<http://www.actionagainstabduction.org>

Child Arrangements (custody):

<https://helpwithchildarrangements.service.justice.gov.uk>

Prevent Duty

[Prevent duty guidance: Guidance for specified authorities in England and Wales \(print-ready PDF\) \(publishing.service.gov.uk\)](#)

Prevent Awareness Training:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Prevent Referrals Training:

https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html

Channel Awareness Training

https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html

Educate Against Hate

<https://educateagainsthate.com>

National Information Centre on Children of Offenders

<https://www.nicco.org.uk>

National Cyber Security Centre:

<https://www.ncsc.gov.uk>

Operation Encompass:

<https://www.operationencompass.org>

Modern Slavery:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Private Fostering:

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Equality and Human Rights Commission:

<https://www.equalityhumanrights.com/en/human-rights>

Human Rights Act 1998

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

Equality Act 2010 Advice for Schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Teaching online safety

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Framework for digital life

<https://www.gov.uk/government/publications/education-for-a-connected-world>

UKCIS External online safety lessons

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

CEOP Education: Thinkuknow resource to protect children from online abuse

<https://www.thinkuknow.co.uk>

Online challenges and hoaxes, sharing info with parents, support and help

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

UK Safer Internet Centre (SWGfL)

https://swgfl.org.uk/projects/uk-safer-internet-centre/?gclid=EAIaIQobChMIwbTRzrXN-QIVnYBQBh0J4g30EAAYASAAEgL8QfD_BwE

CEOP: Child Exploitation and Online Protection

Command <https://www.ceop.police.uk/safety-centre/>

Rape Crisis

<https://rapecrisis.org.uk>

Anti-bullying: sexual and sexist

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>

Internet Watch Foundation: support to have images removed from the internet

<https://www.iwf.org.uk>

LGfL advice on not getting undressed online

<https://undressed.lgfl.net>

PACE: Police and Criminal Evidence

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Filtering and Monitoring

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

<https://www.saferinternet.org.uk/advicecentre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

Cyber security standards for schools and colleges.GOV.UK.

Cyber security training for school staff - NCSC.GOV.UK.

Online Safety Act 2023

[Online Safety Act 2023 \(legislation.gov.uk\)](#)

Children Missing Education

[https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children missing education guidance - August 2024.pdf](https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf)

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Teacher Record Checks

<https://www.gov.uk/guidance/check-a-teachers-record>