



Chetham's

Safeguarding and Child Protection Policy and Procedures Including Staff Guidance

3/09/26

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Summary Overview of Concerns Procedures and Contacts

Report **concerns** about a **child** to the DSL Team: dsl@chethams.com

- ☐ the DSL, Andrea Price
- ☐ the DDSLs, **Julia Harrison, Joshua O'Brien, Frankie Mackenzie**
- ☐ the Joint Principal, **Nicola Smith**, who is also a trained DSL

The DSL Team Mailbox is monitored regularly. A member of the DSL Team will triage concerns, initiate actions and respond as soon as possible. Report **immediate concerns** about a **child** (i.e. a child suffering, a child likely to suffer from harm, or a child in need) to the **DSL Team in person or by phone**.

Reports can also be made directly to the relevant local authority, to Manchester Children's Services (MCS), or to the police.

Report **concerns** (including low level concerns) about a **member of staff** (including supply staff, trainee teachers, volunteers, and contractors), to:

- ☐ the Joint Principal, **Nicola Smith**: nicolasmith@chethams.com

who will consider whether an onward referral to the LADO is required. If reporting to the Joint Principal raises a conflict of interest, contact the chair of governors or the [LADO](#).

Contacts

School:

- DSL Team: dsl@chethams.com
- Andrea Price (DSL): 07436 803 088 / ext. 351 / andreaprice@chethams.com
- Nicola Smith (Joint Principal): 07395 793446 / nicolasmith@chethams.com
- Julia Harrison (DDSL): 0161 838 7280 / ext. 341 / juliaharrison@chethams.com
- Joshua O'Brien (DDSL): 07918 904360 / ext. 223 / joshuaobrien@chethams.com
- Frankie Mackenzie (DDSL): 07963 628877 / ext. 235 / frankiemackenzie@chethams.com
- Ian Mayer (DSL Team): ext. 232 / ianmayer@chethams.com
- Medical Centre: ext. 217 / 07917142760 / medical@chethams.com

External:

- LADO: 0161 234 1214 / quality.assurance@manchester.gov.uk
- Manchester Children's Services: 0161 234 5001 / mcsreply@manchester.gov.uk
- Greater Manchester Police: 101 / 999 / [GMP - Report a crime](#)
- Manchester PREVENT Team: 0161 856 6345 / [ACT - Action Counters Terrorism](#)
- NSPCC Helpline: 0800 800 5000 / [NSPCC](#)
- NSPCC Whistle-blowing helpline: 0800 028 0285 / help@nspcc.org.uk
- Anti-terrorist hotline: 0800 789 321 / [ACT - Action Counters Terrorism](#)

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1. Purpose

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 2026](#) (KCSIE) and [Working Together to Safeguard Children](#) 2026 (WT). It is supplementary to the [Manchester Safeguarding Partnership](#) (MSP), and [Manchester Children's Services](#) (MCS) procedures which provide our primary guidance regarding a multi-agency approach, thresholds for action and victim support. The School shares information and collaborates with MSP and MCS to promote the welfare of children. 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.

We have a duty to ensure our students are safeguarded, identify vulnerable students and, if necessary, consider referring to the relevant local authority children's services. Chetham's has children from a variety of LAs; we may have to refer to the procedures of other Safeguarding Partnerships in our commitment to inter-agency working. We recognise our ongoing responsibility to safeguard any student placed in alternative provision and to ensure that their needs are fully assessed, monitored, and met, in line with paragraph 208 of Keeping Children Safe in Education (2026).

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. 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 with the potential need for additional support.

Staff have a legal duty to: report allegations and suspicions, ensure they are fully acted upon in line with the procedures outlined in this policy, and take appropriate steps to promote the welfare of students and protect them from harm.

2. Principles

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. 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.

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.

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

We expect **all staff and volunteers 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.**

Chetham's endeavours to establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to, know that there are adults in School whom they can trust and approach, and are equipped through the curriculum with the skills they need to stay safe from abuse. All staff are expected to work in an anti-discriminatory and anti-racist way and to treat students with SEND with sensitivity.

Boarding House Staff, Pastoral Team, and Medical Team receive specific training to ensure seamless provision of care for students from the working day through the evenings and weekends, in line with the National Minimum Standards (NMS).

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.

3. Definitions (safeguarding and child protection)

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 definition from WT:

- providing help and support to meet the **needs** of children as soon as problems emerge
- protecting children from **maltreatment**, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical **health** or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective **care**
- promoting the upbringing of children with their birth parents, or otherwise their family network through a **kinship care** arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the **best outcomes** in line with the outcomes set out in the Children's Social Care National Framework.

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.

Child abuse is a form of maltreatment of a child. All of our students are considered 'children' even if they are over 18 years old, and abuse. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Abuse and harm can take many forms, including:

- Abuse: physical, emotional, sexual, neglect
- Child-on-child abuse (including harassment and violence)
- Exploitation (CCE / CSE / modern slavery)
- Radicalisation
- Domestic abuse
- Honour or faith-based abuse
- Mental health (including self-harm, suicidal ideation or risk of suicide)
- Serious Violence.

4. Roles

The Designated Safeguarding Lead (DSL) is **Andrea Price**, who is a member of the Leadership Group (LG) as Assistant Principal (Safeguarding and Inclusion). The Deputy DSLs (DDSLs) are: **Julia Harrison** (Vice Principal); **Joshua O'Brien**, and **Frankie Mackenzie** (Head of Millgate House). **Ian Mayer** (Music Department Manager) is also a member of the DSL Team, working primarily in relation to visiting instrumental tutors. The DSL and DDSLs are trained in Child Protection and Inter-Agency Working, updated at least biennially, and keep aware of current trends and contextual concerns. The DSL maintains strong links with outside agencies. The Joint Principal (**Nicola Smith**) is a qualified DSL. For full details of the DSL's role, see [Appendix F](#).

The DSL and DDSLs 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 referral considerations. One of them will always be on duty, and there is a confidential shared mailbox to facilitate swift responses to concerns. If they are not available, then staff should escalate concerns to the Joint Principal (NS). If she is unavailable to MCS or the relevant local authority directly.

It is the specific role of the DSL (with the DDSLs and the Joint Principals) to ensure that child protection procedures are followed by all staff. Staff are subject to enhanced Disclosure and Barring Service (DBS) and other regulatory checks, in line with safer recruitment practices.

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.

The **Safeguarding Committee** monitors and reviews Safeguarding and Child Protection. Meetings take place termly and the members include: School Governors, Joint Principals, DSL and DDSLs, HR and Compliance Officer.

The Governing Body undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged. 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.

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.

The designated **governor** with oversight of safeguarding and child protection is Nigel Shepherd, who reports to the Governing Body and who is also Chair of the Safeguarding Committee.

The School also has an **Independent Listener**, Andy Silver, whom students can contact if they are worried or need to talk. His details are displayed on school notice boards, circulated by e-mail, and included in student and staff handbooks. The Independent Listener is not an employee of the School and reports annually to the Safeguarding Committee.

5. Training

The DSL and DDSLs' training is updated at least every two years with interim updates regarding child protection and inter-agency working accessed as required. Interim updates are highlighted through the Independent School Council, Local Authority, Independent Schools Inspectorate, MSP and the Government. Further training for DSLs and DDSLs can be accessed through the National College and BSA CPD programmes.

All new staff receive induction training from a member of the DSL Team as soon after being employed as practicable. 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. In addition to the induction training provided by a member of the DSL Team, new staff are required to read the School's main policies including Safeguarding and Child Protection Policy and Procedures, the Staff Code of Conduct ([Appendix E](#)), and Part One of Keeping Children Safe in Education (KCSIE) 2026. All school-based training is recorded via the School Administrator on SIMS and by the HR Manager on personnel files.

All staff have their training updated annually. Refresher training for all staff includes:

- the School's Safeguarding and Child Protection Policy and Procedures
- Part 1 of [Keeping Children Safe in Education \(KCSIE\) 2026](#)
- Staff Code of Conduct
- *Staff Digital Safety and Acceptable Use Policy*
- *Prevent Duty Notice*

and additionally for staff who work in pastoral or teaching roles:

- *Annex A: Further Information KCSIE 2026*
- *Good Behaviour Manual*
- *Student Digital Safety and Acceptable Use Policy*
- New students and SEND briefing.

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 Staff Code of Conduct.

Updates and advice are shared to staff via staff briefing minutes, staff meeting minutes, via Chetham's email and to non-employees as appropriate. Employees with ad-hoc or zero hours are updated (with appropriate checks) if / when they take up tuition hours after a period of significant absence.

Staff may request training on any aspect of Safeguarding at any time. Staff may also access additional training through the [National College](#), or request CPD training through the [Boarding School's Association](#).

Student training and preventative education to keep themselves safe includes:

- [Safeguarding area](#) of the Student Intranet
- Student Acceptable Use and Online Safety Policy

- Good Behaviour Manual
- [PSHE curriculum](#) (using PSHE Association approved resources)
- Tutor group and Assembly programme
- [The A-Z of Chetham's](#)
- Prefect and Guardian Angel training.

6. Safer Recruitment

The School applies full safer-recruitment procedures to ensure the suitability of all staff and volunteers to work with children. This includes checks for members of the Governing Body, Section 128 checks for all management roles (including governorship), and verification of staff employed by external organisations. All recruitment activity is carried out in line with the Independent School Standards Regulations (2015), the National Minimum Standards for Boarding Schools (2022), Working Together to Safeguard Children (2026), and Keeping Children Safe in Education (2026).

All job advertisements clearly state the School's overarching commitment to safeguarding and promoting the welfare of children.

The School recognises 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 (used in extremis, with consent of the Joint Principal and Risk Assessment)
- Interviews which include specific safeguarding questions.

The School ensures that when students are off site on School business, 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.

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.

7. Recognising Signs of Abuse

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 indicators of abuse and other safeguarding issues detailed in [Appendix A](#), including:

- Abuse: physical, emotional, sexual, neglect
- Child-on-child abuse (including harassment and violence)

- Modern slavery (including exploitation)
- Radicalisation
- Domestic abuse
- Honour or faith-based abuse
- Mental health (including self-harm, suicidal ideation or risk of suicide)
- Serious violence.

Young people can suffer from one or a combination of these forms of abuse.

Abuse can take place in the home, at school or anywhere where children spend their time. It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs.

Children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm

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.

8. Children at Increased Risk of Abuse or Harm

All staff should be alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- has a social worker
- is a young carer, is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is absent from education
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is a looked after, previously looked after, or privately fostered child

See [Appendix B](#) for detailed information about children who may need additional support.

9. The Effects of Abuse

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.

Many abused children become withdrawn, introverted, and depressed, making it harder for others to help. Children who have been abused often suffer from low self-esteem and this can result in sexually acting out behaviour to gain affection or to please in an inappropriate way. When adults or other children 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 experience 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.

10. How to Respond if a Student Discloses Abuse

Students can raise a concern, disclose abuse, or make an allegation in various ways including:

- Speaking directly to a member of staff
- Asking a friend or family member to speak to a staff member on their behalf
- Speaking to a prefect or guardian angel, who will pass on the concern
- Completing the online safeguarding form on the student intranet
- Putting a paper note in one of the "reach out" boxes
- Contacting the DSL by E-mail or Teams.

If a student makes a disclosure of abuse, staff should follow the procedure of: **Recognise, Respond, Record, and Report.**

Recognise:

- Pay attention to what you see, hear, or sense
- Take all concerns seriously, even if they seem small or unlikely
- Trust your professional curiosity
- Remember that disclosures may be direct or indirect (hinting, incomplete information, behaviour signalling distress)
- Do not investigate, probe, or try to confirm facts. Your role is to recognise, not solve.
- Do not ask to or agree to view physical injuries or any images.

Respond:

- **Ensure the child is safe** in the moment; move the child to a safe, supervised space if needed
- If the child reports an injury or appears to be injured, they must be seen by the Medical Centre or another medical professional (including School GP, A&E, or trained first aider if off site). This is not the same as a medical examination for investigation purposes, which must be carried out by an appropriately experienced paediatrician, and only after due consultation and authorisation.
- If the concern relates to online abuse, ask to secure the child's device/s (without

- investigating) and pass directly to the DSL.
- Stay calm, open, and non-judgemental
- Listen carefully; allow the child to speak in their own words
- Reassure them that they have done the right thing by telling you
- Avoid shock, disbelief or criticism of anyone involved
- **Do not promise confidentiality**; explain that you must pass the concern on to keep them safe
- Do not ask leading questions or probe for more detail. Use simple prompts, such as:
 - Tell me what happened
 - Explain that to me to help me understand
 - Describe what happened / when it happened / where it happened
- Make sure the child feels heard and supported before the conversation ends
- Tell the child what will happen next; e.g. "The safeguarding team at school are here to help keep you safe. Someone will be in touch with you soon to talk to you about how we can help".

Record:

- Write up the concern as soon as possible
- Note the date, time, and who was present
- Use the child's exact words wherever possible
- Record facts only; avoid speculation or opinion
- Use direct language, including any necessary explicit or anatomical vocabulary
- Avoid specific legal terms, including: disclosure, statement, or evidence.

Report:

- Contact the DSL immediately ([see concerns procedures and contacts](#))
- If the alleged abuser / perpetrator is a member of current or former staff, state clearly that this is an allegation involving a staff member. Do not include the staff member's name in the record. Send the name of the staff member allegedly involved directly, and only, to the Joint Principal (NS)
- Maintain confidentiality: do not discuss the disclosure with other staff unless they are part of the safeguarding response
- The DSL Team will acknowledge your report and briefly outline next steps. If you are still concerned, ask for updates.
- Anyone can make an immediate referral to Children's Social Care and / or the Police. In the unlikely event you can't reach the DSL, DDSLs, or Joint Principal, consider making a referral or contacting the police if a child is in immediate danger.
- Anyone can escalate a concern, especially if dissatisfied with the speed or action taken by the person to whom it has been referred.

11. Alleged or Suspected Abuse by a Member of Staff

The School has clear procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of the school, including concerns that may meet the harm threshold, and concerns that do not meet the harm threshold (i.e. low-level concerns).

- **The term 'Staff' refers to all members of staff including supply teachers, trainee teachers, volunteers, and contractors, and extends to former members of staff**
- Staff must not abuse their position of trust
- All concerns about and / or allegations against staff should be directly addressed to the Joint Principal (NS), unless the concern relates to a Joint Principal, in which case the concern should be directed to the Chair of Governors via the Finance Director who is Clerk to the Governors.

Concerns that meet the harm threshold

Formal procedures will be undertaken if a member of staff has, or is alleged to have, met one or more of the following '**thresholds for harm**':

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

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

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 DDSLs) are summarised below:

A member of staff receiving or making an allegation should treat it as a disclosure, and follow the **recognise, respond, record, report** procedure to ensure a thorough and open process takes place in the best interests of all concerned.

The incident should be reported immediately to the Joint Principal (NS), or if absent, 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 in 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 in capacity as Clerk to the Governing Body.

The DSL will be responsible for ensuring that any children involved are not at risk and will refer any suspected abuse to the relevant local authority.

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.

The Joint Principal (NS) DSL or Chair of Governing Body, as appropriate, will contact the LADO. In most cases 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

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.

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 may prevent the identification of a member of staff who is the subject of such an allegation according to circumstances.

Support

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

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.

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. It may be necessary to undertake a further investigation to determine the appropriate action. 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

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 are at risk of significant harm
- 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

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.

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.

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.

In making this decision the Joint Principal (NS) 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.

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.

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

A report will be made to the DBS within one month of any person whose services are no longer used because they are considered unsuitable to work with children. If a member of staff (or a member of the Governing Body or volunteer) tenders their resignation, or ceases

to provide their 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 Charity Commission. Checks for Prohibition Orders are therefore made as part of our pre- employment checks.

Concerns that do not meet the harm threshold (low-level concerns)

A low-level concern is **any worry, however small**, and even if no more than a 'nagging doubt' that an adult may have behaved in a way that is not consistent with the Staff Code of Conduct. Low-level concerns can also relate to their conduct outside work which, even if not linked to a specific incident, creates unease about their suitability to work with children. Anyone can raise a low-level concern, including: students; parents; staff; visitors; members of the public.

A low-level concern is one that does not meet the **threshold for harm**, or is not otherwise serious enough to consider an immediate referral to the LADO.

It includes self-referral, when staff feel their behaviour may have fallen below expected standards, or behaviour which could be misinterpreted or might appear to compromise others. **If in doubt, report the concern.**

What to do if you have a low-level concern

All low-level concerns 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. The Joint Principal (NS) will regularly review this file 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, trainee teachers, volunteers or contractors will also be shared with their employers or relevant parties.

Unfounded or malicious allegations

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

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.

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.

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

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

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.

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.

12. Child-on-child Abuse (including harassment and violence)

Child-on-child abuse refers to any physical, sexual, emotional or financial harm, including coercive or controlling behaviour, that occurs between children within their relationships, friendships or wider peer groups, and own domestic setting. Children can abuse other children both in person and online, and the School recognises that *'it could happen here'* even when no concerns have yet been reported.

Chetham's has a zero-tolerance approach to child-on-child abuse, and it should never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children.

Expectations for behaviour between students can be found in the [Good Behaviour Manual](#).

Some children are more at risk of child-on-child abuse, including students residing in boarding accommodation, children with disabilities, children with SEND, and children who identify as or are perceived as LGBTQ+ or gender questioning. For some forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. All child-on-child abuse is unacceptable and will be taken seriously.

Some children are more at risk of perpetrating child-on-child abuse, including children who have experienced their own abuse and trauma.

Child-on-child abuse can take many forms, including, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, • consensual and non-consensual making or sharing of nudes and seminudes
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

and may also include an online element).

Actual or suspected abuse will be referred to MCS and the relevant local authorities of the children involved. If the case is more serious the police should be contacted first.

The welfare of all students concerned will be addressed. Steps will be taken to ensure the immediate protection of the victim, alleged perpetrator, witnesses, and other potential victims.

Child-on-child sexual harassment and sexual violence

Harmful sexual behaviour (HSB), sexual harassment and sexual violence can occur between two or more children of any age and sex. HSB may escalate into sexual harassment or sexual violence. It can occur online or in person.

Early identification and support is vital to minimise risk and escalation, particularly the early identification of misogyny. All reports of HSB must be taken seriously. The impact of HSB will be exacerbated if the alleged perpetrator/s attend the same school.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. When assessing HSB, the ages and developmental stages of the children involved is critical.

The DSL and DDSLs complete additional training on HSB awareness, and use the following NSPCC resources to assess and respond to instances of HSB:

- [Sexual development and behaviour in children | NSPCC Learning.](#)
- [Responding to children who display sexualised behaviour](#)

Sexual harassment refers to unwanted conduct of a sexual nature. It can occur online and offline, in school or outside of school. Examples can include:

- Sexual comments, remarks, or sexualised names
- Sexual jokes or taunting
- Physical behaviour such as deliberately brushing against someone or interfering with their clothes
- Displaying images (including drawings) of a sexual nature
- Upskirting
- Online sexual harassment including the sharing of explicit content, and the making or sharing of nudes or semi-nudes, including through AI.

Sexual violence refers to specific sexual offences, including:

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent.

Responding to a report of HSB, sexual harassment or sexual violence

Recognise, respond, record, report procedures are followed, with the following additional considerations:

- Two members of staff present where possible, including the DSL or a DDSL
- Staff should not view, share, or forward images that may be illegal images of a child
- Any devices that may contain such images or other evidence should be secured
- It is essential that a written record is made, without interpretation or personal opinion
- Staff should wait until the end of the conversation to write a detailed summary
- Only essential staff and agencies should be involved.

The School has a duty to report instances or alleged instances of HSB, sexual harassment or

sexual violence that indicate harm or a risk of harm, or any indication of a crime:

- If a child is at risk of harm or has been harmed, a referral to local authority children's social care is made
- If a child is in immediate danger, if there is any indication of a crime or the existence of illegal images of a child, a referral to the police is made (even if the alleged perpetrator is under ten) and followed up with a referral to local authority children's social care
- If the DSL makes a referral or a police report against the victim's wishes, it should be handled with care, explained to the victim, and appropriate support offered.

Action following a report of HSB, sexual harassment or sexual violence

Immediate steps should be taken to support and protect the victim, the alleged perpetrator, and any other affected children, without waiting for the initiation or outcome of a social care or police investigation. Immediate actions may include:

- Ensure the child is safe; provide supervision and a calm space
- Separate students involved to prevent further contact or escalation
- Secure any evidence including devices, CCTV or filtering & monitoring logs if relevant
- Consider medical needs; access to healthcare, sexual health services, crisis support
- Contact parents/carers of involved students unless doing so increases risk

Support needs to be proportionate to the incident (the support required following a one-off incident of sexualised name-calling is likely to be vastly different from a report of rape). The aim is to give the victim as much control of the process as is possible, and the priority is to make the victim's daily experience as normal as possible. Likely next steps could include:

- Consider carrying out a risk and needs assessment. (This should be carried out immediately following a report of sexual violence, and on a case-by-case basis following a report of sexual harassment)
- Put safety measures in place, such as: additional supervision, timetable changes, safe spaces
- Plan support for the victim and the alleged perpetrator, such as: pastoral support, counselling, check-ins, assigning a nominated trusted adult
- Decide on disciplinary action in line with the Good Behaviour Manual
- Consider cultural and community implications of the incident (e.g. misogyny, online trends) and plan wider response (such as assemblies, one-off PSHE sessions or PSHE curriculum review)
- Signpost victims to external support, such as: ChISVAs, [Report Remove](#)
- Continue to monitor and act on wider "fall-out" including children "taking sides", discussion, gossip (including and especially online), and ongoing or emerging friendship instability.

In some instances, it is difficult for children to move on and recover from child-on-child abuse if the victim and perpetrator are at the same school. In-year transfer can be considered in extremis.

Factors to consider when taking action:

- The victim's wishes, balanced against the school's duty
- The nature of the alleged incident/s
- The ages and developmental stages of the children involved, including any power imbalance and considering SEND and disability
- Whether the alleged incident was isolated or part of a pattern
- Any ongoing risks to the victim, other children, anyone else
- Wider contextual concerns including links to exploitation.

13. Online Safety and Cybercrime

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Online risks emerge and change quickly, requiring constant vigilance. Online safety can be (and often is) a factor in any form of harm or abuse. The breadth of issues within online safety is considerable, but can be broadly categorised into four areas of risk: **content, contact, conduct, and commerce**.

Chetham's *Mobile Phones Policy* sets out expectations that students in Years 4-11 do not have access to their mobile phone throughout the school day, and students in the sixth form contribute to school's mobile-free environment by keeping phones off and out of sight in all public areas. Detailed information and guidance are provided in the *Mobile Phones Policy*.

The DSL is the designated Digital Safety Coordinator, supported by:

- DDSs (Julia Harrison, Frankie Mackenzie, Josh O'Brien)
- Information Manager and Network Manager (IT)
- Opendium Support Staff (external)
- Digital Safety Committee (staff committee)
- Digital Ambassadors (student committee)
- Data Protection Officer

Online safety is underpinned by the following policies:

- *Digital Safety and Acceptable Use Policy*
- *Mobile Phones Policy*
- *AI Policy*
- *Social Media Policy*
- *Student Digital Safety and Acceptable Use Policy* (signed annually by students and parents / carers)
- *Remote Learning Policy*
- *Online Activity Policy and Procedures*
- *Data Protection Policy and Notices*

Cybercrime

Cybercrime (cyber-enabled and cyber-dependent crime) is criminal activity committed using computers and / or the internet, and represents one of the most significant and rapidly evolving threats in the national crime landscape. Children can experiment with or participate in illegal online activity, often without understanding the legal or ethical implications.

Cyber-dependent crimes include:

- **Hacking:** unauthorised access to computers and/or networks
- **Denial of Service** attacks: making a computer, network or website unavailable by overwhelming it with internet traffic
- Making, supplying or obtaining **Malware** (viruses, spyware, ransomware, botnets, trojans, and any other emerging malware)

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. The national Cyber Choices programme works with local and national police to prevent young people from being drawn into cybercrime, and can intervene when children are at risk of being drawn into cyber-dependent offences.

The School takes a proactive approach to reducing the risk of cyber-dependent crime, through actions and initiatives including:

- Strong technical security controls including firewalls, anti-malware, multi-factor authentication, secure cloud configuration, age-appropriate filtering, network activity

- monitoring, phishing protection and spam filtering
- Staff follow the school's acceptable use policy for staff and are trained in device and data management, recognising risks or threats, and reporting suspicious activity
- Students follow the school's acceptable use policy for students and are educated about the risks of cybercrime through IT and PSHE lessons, Tutor & Assembly programme, and extra-curricular computer-based clubs and activities

More information, guidance and resources can be found in the [Digital Safety Policy](#).

Appendix A: Indicators of Abuse and Key Safeguarding Issues

Abuse

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.

Indicators of physical abuse include:

- 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.

Emotional abuse

The persistent emotional maltreatment of a child, that may 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 when they serve someone else's needs. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse include:

- 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.

Sexual abuse

A form of abuse that involves forcing, causing, or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include

non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a type of child-on-child abuse. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Indicators of sexual abuse include:

- Depression, suicidal, self-harming, poor mental health
- Disordered eating and eating disorders
- Acting in a sexually inappropriate way towards adults / peers
- Unexplained pregnancies
- Running away
- Raising concerns or asking questions on 'behalf of a friend'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Fear of certain people
- Chronic medical issues (stomach pains / headaches)
- Withdrawn, isolated, excessively isolated.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect include:

- 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.

Child-on-child abuse (see above in main policy)

Exploitation and Modern Slavery

Both child criminal exploitation (CCE) and child sexual exploitation (CSE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect

children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery. A relevant child protection and modern slavery referral will be completed by the DSL where a potential victim of CCE or CSE is identified.

Child criminal exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, stealing, being forced or manipulated into committing vehicle crime, or threatening/committing serious violence. Perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. Children may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.

Indicators of CCE include:

- Unexplained gifts / new possessions
- Associating with other exploited children
- Changes in emotional wellbeing
- Changes in behaviour / respect for adults
- 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)

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Indicators of CSE include some or all of the indicators of CCE, and also:

- Older boyfriends / girlfriends / partners
- Sexually transmitted infections
- Pregnancy
- Sex exchanged for gifts / affection
- Use / abuse of drink, drugs and 'psychoactive substances'.

Children brought up in 'high criticism, low warmth' households are particularly vulnerable to CSE.

Child Abduction

The unauthorised removal of a child from a parent or guardian can be committed by family, friends or strangers. Risks of child abduction are minimised by:

- Strong site security and site management
- CCTV coverage of entrances and high-risk areas
- Clear procedures for visitor and contractor management
- Staff presence at arrival and departure times
- Robust sign-in / sign-out and collection procedures, including ensuring staff know who can and cannot collect a child
- Vigilance to suspicious behaviour

- Education through PSHE, Tutor & Assembly programme.

Radicalisation

Children may be susceptible to radicalisation, particularly through online content, contact and conduct. It is possible to protect children from extremist ideology and intervene to prevent those at risk being further drawn towards extremism or terrorism.

Indicators of radicalisation (or a risk of radicalisation) include:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'.

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent Duty. The DSL has oversight for the delivery of Prevent, through a whole-school approach that includes:

- Embedding a whole-school safeguarding and security culture
- Training staff to recognise early signs of radicalisation
- Ensuring the curriculum builds resilience to extremist narratives
- Vetting visitors and controlling external influences
- Strengthening site security and maintaining emergency preparedness
- Monitoring online activity and teaching digital critical thinking
- Working closely with Prevent partners and reviewing risks annually.

There is no single age or background profile for a student to be susceptible to radicalisation; 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 which can be defined as the vocal or active opposition to Fundamental British Values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs
- And / or 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.

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 2015. These may be summarised as:

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

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)
- 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 and procedures to protect staff and students including:
 - Digital Safety and AUP; Social Media;
 - network filters
 - regular guidance and tuition about online safety through assemblies, PSHE, IT lessons and tutor groups
 - termly Digital Safety committee.

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

Channel

Channel is a voluntary, confidential support programme which provides support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

Discrimination

The School recognises that discriminatory behaviour, in any form, can lead to a heightened risk of radicalisation, and that preventative education and whole-school culture are key to minimising risk. Chetham's has a zero-tolerance approach to discrimination including, but not limited to:

- sexism
- racism
- religious intolerance
- misogyny / misandry (including incel subculture)
- homophobia
- biphobia
- transphobia
- sexual violence / harassment
- derogatory behaviour
- physical violence and conflict.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Experiencing domestic abuse can have a serious, long-lasting emotional and psychological

impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

Operation Encompass is an information-sharing scheme between the police and schools (and other educational settings). The police will notify the school if they have reasonable ground to believe a child may have been a victim of domestic abuse. On most occasions this is as a result of the police being called to, or visiting the family home. At Chetham's, Operation Encompass notifications are sent by e-mail to the DSL.

Whilst domestic abuse is most often discovered through disclosure or external agencies (particularly Operation Encompass), there are indicators of domestic abuse that include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares, or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- disordered eating / eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

Honour or faith-based Abuse Including Female Genital Mutilation

Honour or faith-based abuse (HBA) encompasses crimes which have been committed to protect or defend the 'honour' of the family and / or the community and can include female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse can involve a wide network including family and community, and therefore, multiple perpetrators. All forms of HBA are abuse and should be handled and escalated as such.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff have a duty to report to the police where they discover or suspect that FGM may have been carried out on a girl under 18. Staff must personally report suspected or confirmed FGM to the police, and those failing to report such cases may face disciplinary sanctions. Staff should also inform the DSL they have made such a report, unless they have a good reason not to.

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. Staff can contact the Forced Marriage Unit for advice and information: 020 7008 0151 or fm@fcdo.gov.uk.

Mental Health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health

problem or be at risk of developing one.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise, including:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should report this to the DSL. If staff feel that a child is in danger they need to involve the pastoral and medical staff immediately, who will arrange appropriate care which may include calling 999 or arrange for them to be taken to A&E by a parent/carer or other suitable person. NHS 111 also provides mental health advice and support.

The School takes a proactive approach to promoting positive mental health, including:

- Key staff have mental health first aid training
- Early identification of need or risk through pastoral team meetings
- A clear "circle of care" for each child
- Mental health in the curriculum (particularly PSHE, Tutor & Assembly programme)
- Specific mental health initiatives such as biannual "mental health weeks"
- Promoting healthy habits through PE, on-site gym, on-site catering
- Access to small group and individual counselling
- Student wellbeing group
- Signposting to external support.

The [Mental Health and Wellbeing Policy](#) contains further information, advice and resources.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Violence can often peak in the hours just before or after school, and can concentrate in particular locations.

Staff should report any concerns about a child carrying, using, or showing intent to carry a weapon, to the DSL. The DSL will assess the risk to the child, to other children and to the wider community, and take appropriate action. School-based actions may include: increased monitoring, social and emotional skill support, a safety and support plan, action to de-escalate peer conflict, and referral to external agencies. More information on targeted and external interventions is available from the [Youth Endowment Fund](#).

Indicators of serious violence may include:

- Increased absence
- Change in friendships with older students
- Significant decline in performance
- Signs of self-harm
- Significant change in wellbeing and mental health
- Signs of assault / unexplained injuries
- Unexplained gifts or new possessions (particularly those inconsistent with their known financial circumstances).

Risk factors that indicate increased likelihood of involvement in serious violence:

- Being male

- Having been suspended, in alternative provision, or excluded
- Having experienced maltreatment or abuse
- Having been involved in offending
- Having used drugs or alcohol in early adolescence
- Having previously been a victim or perpetrator of violence.

The School takes a proactive approach to reducing the risk of serious violence, with close connections to Police Community Support Officers who meet regularly with staff and students, and make the school aware of new and emerging areas of risk. The school also receives a monthly bulletin from the [Greater Manchester Violence Reduction Unit](#).

Appendix B: Children Who May Need Additional Support

Children who need a social worker

Children may need a social worker due to safeguarding or welfare needs, due to abuse, neglect, exploitation, and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The School maintains close links with social workers from several local authorities, shares and receives necessary information with social workers, and records all interactions with social workers on CPOMS.

Children who are absent from education (CAE)

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. Early intervention is vital to identify any underlying safeguarding risk.

The School's [Registration and Attendance Policy, Absence from School and Missing Student Procedure](#) 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](#) and UKVI sponsor duties for CAS international students.

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
- have been permanently excluded.

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.

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.

Children who are homeless or at risk of homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL has the details of referral routes to local housing authorities. Indicators of risk include: non-payment of fees, household debt, domestic abuse, anti-social behaviour, the family being asked to leave a property. Children who are 16 and 17 and living independently are also at risk, and will require a different level of intervention and support. The DSL will inform children's social care of any concerns to enable early intervention and support.

Looked-after children (Care experienced young people)

Children are most likely to become looked after (subject to a care order or voluntarily accommodated by the local authority) as a result of abuse and/or neglect. The DSL holds responsibility toward looked after children, previously looked after children, and care leavers. The DSL's responsibility includes record keeping, sharing necessary information to key staff, and liaising with social workers, personal advisors, and / or other involved agencies. Previously looked after children and care leavers remain vulnerable.

Private Fostering

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.

Young carers

Chetham's is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Young carers are supported through early identification, school-based support (academic and pastoral) and referral to appropriate services.

Children with family members in prison

Children with relatives 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.

Children involved in the court system

Children may be required to give evidence in court as a victim or witness, they may have to attend court in relation to custody proceedings, or participate in custody proceedings outside of the courtroom. Such children are particularly vulnerable, and need increased support.

Children with SEND or medical conditions

Children with special educational needs or disabilities (SEND) or certain medical conditions can face additional safeguarding challenges, and additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. Additional pastoral support and attention is provided to children with SEND and certain medical conditions. The SENDco is included in responses to any reports of abuse involving children with SEND, and the lead nurse is included in responses to reports of abuse when a child's medical condition is (or is likely to be) relevant.

Children who are LGBT+ and / or gender questioning

Children who identify as LGBT+ and / or who are gender questioning are vulnerable to discrimination and bullying, and are more likely to experience poor mental health. Chetham's has a zero-tolerance approach to discrimination in any form, and provides additional pastoral support to LGBT+ and gender questioning children when required. Children who are questioning their gender are particularly vulnerable to complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Chetham's is compliant with gender questioning guidance, ensuring that:

- action regarding social transition is not initiated by the School
- the priority is safeguarding and welfare of the gender-questioning child

- the best interests of the child, and of other children, will be considered in any decision-making relating to social transition
- parents / carers should be actively involved and their views treated with importance, unless such involvement poses a safeguarding risk to the child
- a careful approach to social transition is warranted, as it is recognised that it may have significant effects on the child in terms of their psychological functioning and longer-term outcomes
- obligations under the Equality Act and Human Rights Act are complied with when considering requests for support with social transition
- key staff understand there may be children living in stealth (children who have fully socially transitioned pre-puberty and so school may be unaware of their biological sex). These children are particularly vulnerable, and especially approaching puberty
- there is a flexible approach to children who have socially transitioned, with support provided for children who wish to de-transition.

Children requiring mental health support

For more information on how Chetham's supports and responds to mental health, see Appendix One, page 28, and the School's [Mental Health and Wellbeing Policy](#).

Appendix C: Safeguarding Quick Guide

Safeguarding: Quick Guide

What is our responsibility? **Recognise, Respond, Report, Record**

How do we do this? With **Curiosity, Compassion, Common Sense, & Confidence**

Why do we do this?

- To **Protect children from harm**
- To **Promote positive outcomes for children**

How do we become aware of abuse? **Observation / Concern raised**

Student raising concern: listen without investigating, reassure, report to DSL, never promise confidentiality.

What are the main types of harm? Physical / Emotional / Sexual / Neglect
Domestic Abuse / Radicalisation / Exploitation

Safeguarding and Welfare: Contacts

Report **safeguarding** concerns to dsl@chethams.com

- DSL – Andrea Price; DDSLs – Julia Harrison, Josh O’Brien, Frankie Mackenzie
- DDSL (instrumental tutors / music dept staff) – Ian Mayer

Report **staff** concerns directly to nicolasmith@chethams.com

Report **pastoral** concerns to Boarding Houses & Heads of Section:

- Victoria House [07918 904362]
- NCH [07918 904360] / Millgate House [07963 628877]
- LS – Peter Clark / MS – Ambrose Henderson / Sixth Form – Ed Leeson

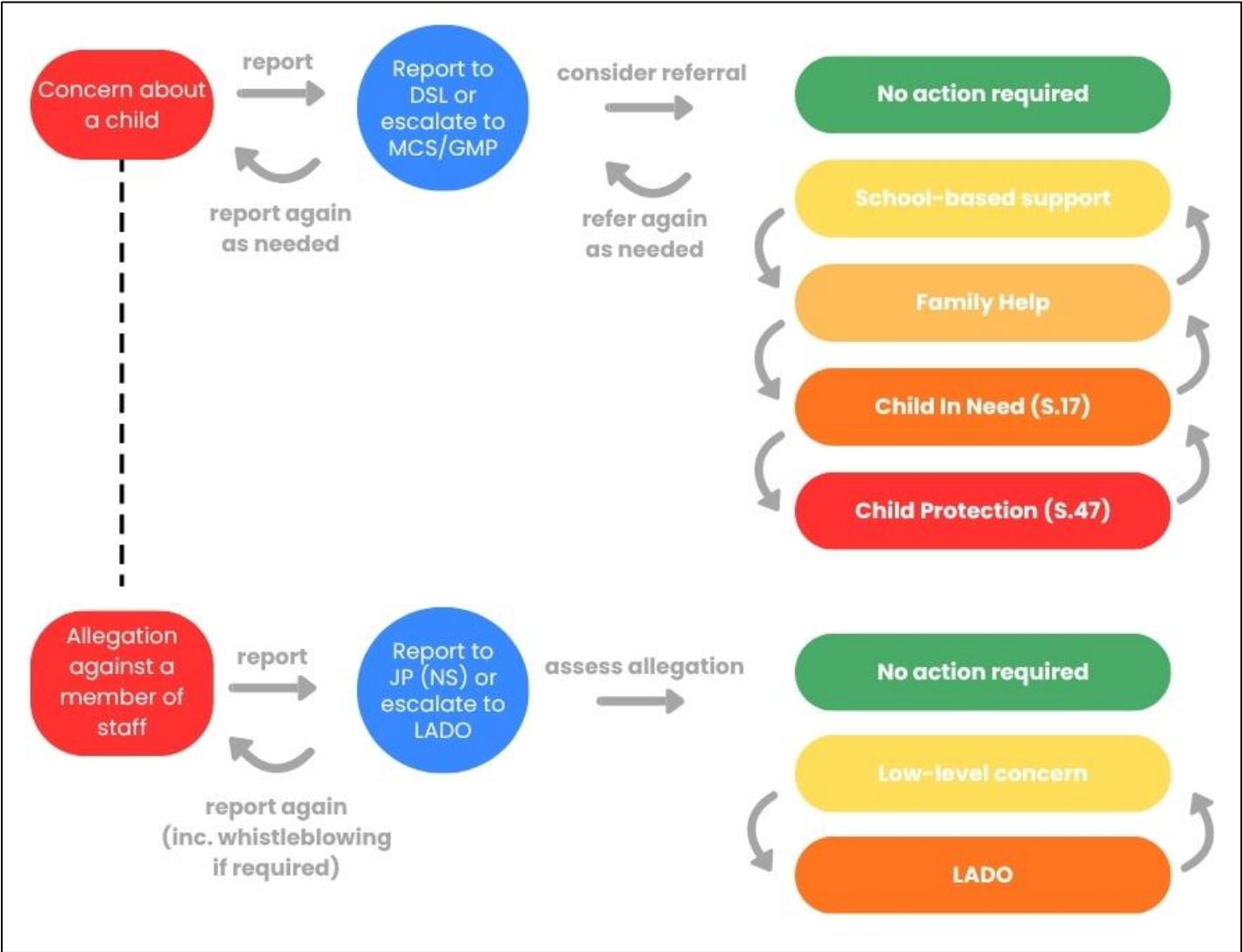
Report **medical** concerns to Medical Centre & Boarding Houses:

- Medical Centre – [530] / [07917 142760]. Call 999 in an emergency
- **AEDs:** NSB 1st floor / Medical / Security / Stoller (box office)
- **Anaphylaxis kits:** NSB 1st floor / Medical / Security / Dining Room

Report intruders / unknown adults to Security [205] and DSL

External: MCS [0161 234 5001], NSPCC Whistleblowing [0808 800 5000]

Appendix D: Concerns and Allegations Flowchart



Additional flowcharts can be found on pages 27 and 28 of KCSIE 2026.

Appendix E: Staff Code of Conduct

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, GDPR, Data Use and Access Act 2025, 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
- Report and record any physical contact concerns
- Report student infatuations or inappropriate behaviour
- Report Low Level Concerns about other colleagues (see body of *Safeguarding and Child Protection Policy*)
- 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).
- Staff must report any safeguarding or conduct concerns that have been raised about them, in other institutions or settings

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-authorised 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. 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.

13. Monitoring and Review of Digital Activity

- Staff network usage is monitored via Opendium and reviewed by the Joint Principal (NS)
- The Digital Safety Committee oversees online safety and filtering.

14. 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 for students must be part of the school system and based on fair criteria.

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, DSL
- Jon Runswick-Cole, Compliance Officer
- Rosie Pedder, HR Manager

Appendix F: 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. The 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 / or the relevant local authority
- Refer all cases that concern a staff member to the Joint Principal and / or the LADO
- Liaise with the Joint Principal (NS) to refer all cases where a person is dismissed or left due to risk / harm to a child to the DBS
- Refer all cases where a crime may have been committed to the Police, ensuring that there is an appropriate adult present during police enquiries
- Liaise with the Joint Principal (NS) about 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 and DDSLs receive appropriate biennial and interim training, in order to:

- understand the assessment process for providing early help (including family help) and intervention, for example through locally agreed common and shared assessment processes
- 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 And Procedures* are reviewed annually, including review by the governing body
- the safeguarding and child protection policy is available publicly and parents are aware of referral procedures, including when parental consent is and is not required
- strong links with the MCS and other relevant agencies are maintained so that all staff may benefit from relevant training and updates
- 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 G: Table of Abbreviations

Abbreviation	Full Title
AUP	Acceptable Use Policy (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
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EDI	Equality, Diversity and Inclusion
EPO	Emergency Protection Order
FBV	Fundamental British Values
FGM	Female Genital Mutilation
G.P.	General Practitioner (Doctor)
H.R.	Human Resources
HBA	Honour Based Abuse
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 2026</i>
LAC	Looked After Children
LADO	Local Area Designated Officer
LGBTQ+	Spectrum of sexual orientations and gender identities, including: Lesbian, Gay, Bisexual, Transgender, Queer, + (which acknowledges full spectrum of identities)
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

Appendix H: Related Policies, References and Resources

Related Policies

- *Digital Safety and Acceptable Use*
- *Accessibility Plan*
- *Care and Supervision of Choristers*
- *Learning Support*
- *EDI*
- *Health and Safety*
- *Mental Wellbeing*
- *Good Behaviour Manual*
- *Registration and Attendance Policy, Absence from School and Missing Student Procedure*
- *Remote Learning Procedures*
- *Safer Recruitment*
- *Whistleblowing*

Core Policies and Guidance

- [Keeping Children Safe in Education \(KCSIE 2026\)](#)
- [Working together to safeguard children 2026](#)

Local Contacts and Resources

- [Manchester Children's Services](#)
- [Greater Manchester Police](#)
- [Greater Manchester Victims' Services](#)
- [Greater Manchester Integrated Care Partnership](#)
- [Greater Manchester Violence Reduction Unit](#)
- [Eclipse - Manchester](#)
- [Manchester Autistic Society](#)
- [42nd Street](#)
- [Salford Mind](#)
- [Manchester Mind](#)

Safeguarding & Child Protection References and Resources

[Keeping Children Safe in Education](#) provides a comprehensive set of links to websites and online resources relating to safeguarding and child protection