



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

Child Protection & Safeguarding Policy



Document Control

This policy has been approved for operation within	Manchester Muslim Preparatory School
Date of last review	September 2026
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Owner	MMPS

**Ratification by Board of Trustees
and
Manchester Islamic Educational Trust Ltd (MIET)**

Academic year 2026/27	Date of ratification: 03.09.26
Farroukh Zaheer	Role: Safeguarding Link Trustee
Signature:	

Manchester Muslim Preparatory is a
UNICEF Rights Respecting School – Gold Award (May 2026)

'It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.'

UNICEF UK RRSA Reaccreditation Report – Gold: Rights Respecting, May 2026

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MMPS DESIGNATED SAFEGUARDING TEAM

The Headteacher, D. Ghafari-Kanno, is the Designated Safeguarding Lead (DSL) and has lead responsibility for safeguarding and child protection. In her absence, N. Mian, Deputy Headteacher and Deputy DSL, will assume responsibility. I. Chaudhry, Senior Leader, is an additional trained DSL.

In the unlikely event that the DSL, Deputy DSL and additional trained DSL are all unavailable, this must not delay appropriate safeguarding action. Staff should consider speaking to another member of the senior leadership team and/or seek advice from local authority Children's Social Care. Where necessary, any member of staff may make a direct referral to Children's Social Care or the Police. Any action taken must be shared with the DSL or a deputy as soon as practically possible.

The Designated Safeguarding Team

Name	Role		Location and/or Contact Phone Number
D. Ghafari-Kanno	Headteacher	DSL	Headteacher Office 0161 445 54 52
N. Mian	Deputy Headteacher Mental Health Lead	Deputy DSL	Deputy Headteacher Office 0161 445 54 52
I. Chaudhry	Senior Leader	DSL	SLT Office 0161 445 54 52

Named Trustee for Safeguarding, Child Protection and Prevent

Farroukh Zaheer	Trust Chair	Via Trust Office: 0161-860 7575 f.zaheer@miet.uk
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1. REPORTING A CONCERN ABOUT A PUPIL'S WELFARE OR SAFEGUARDING

All staff and volunteers receive appropriate safeguarding training. Any concern about a pupil's welfare, safety or safeguarding must be reported promptly to a member of the Designated Safeguarding Team and recorded on CPOMS.

Staff must not assume that somebody else will take action or delay taking appropriate action because a DSL is unavailable. Where necessary, staff may make a direct referral to Children's Social Care or the Police.

If a child is in immediate danger or at immediate risk of serious harm, call 999.

Manchester Contact Centre / Children's Social Care

Tel: 0161 234 5001

Available 24 hours a day, 7 days a week

Email: mcsreply@manchester.gov.uk

Manchester City Council confirms 0161 234 5001 as the safeguarding/social care contact number, including for urgent out-of-hours concerns.

2. WHISTLEBLOWING AND CONCERNS ABOUT SAFEGUARDING PRACTICE

If staff or volunteers have concerns about poor or unsafe practice, or potential failures in the school's safeguarding arrangements, they should follow the procedures set out in the MMPS Whistleblowing Policy. The policy is available in the staffroom and on the staff shared drive.

All staff and volunteers should feel able to raise concerns about safeguarding practice. Where concerns are not addressed appropriately within school, or an individual does not feel able to raise the matter internally, advice may be sought from the NSPCC Whistleblowing Advice Line.

NSPCC Whistleblowing Advice Line

Tel: 0800 028 0285

Email: help@nspcc.org.uk

The NSPCC provides this dedicated service for professionals concerned about how safeguarding or child protection issues are being handled within their organisation.

3. ALLEGATIONS OR CONCERNS ABOUT ADULTS WORKING WITH CHILDREN

Any allegation or concern that an adult working or volunteering with children, including a member of staff, supply teacher, contractor, volunteer or visitor:

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

must be reported immediately to the Headteacher.

Where the allegation or concern relates to the Headteacher, it must be reported directly to the Chair of the Board of Trustees / Safeguarding Link Trustee, F. Zaheer.

Where the LADO threshold may be met, the Manchester Local Authority Designated Officer must be contacted without delay. The school must not undertake its own investigation before obtaining appropriate advice from the LADO.

Manchester Local Authority Designated Officer (LADO)

Tel: 0161 234 1214

Email: LADO@manchester.gov.uk

Manchester safeguarding guidance requires relevant concerns about professionals working with children to be referred promptly to the LADO and advises organisations not to undertake an investigation before speaking with the Designated Officer.

4. MANCHESTER SAFEGUARDING AND EARLY HELP CONTACTS

Manchester Contact Centre / Children's Social Care

For safeguarding concerns about the welfare or safety of a child.

Tel: 0161 234 5001

Available 24 hours a day, 7 days a week

Email: mcsreply@manchester.gov.uk

Manchester City Council Safeguarding in Education Team

Tel: 0161 245 7171

Email: safeguardingedu@manchester.gov.uk

Early Help Hubs

North: 0161 234 1973

Central: 0161 234 1975

South: 0161 234 1977

5. CHILDREN LIVING IN OTHER LOCAL AUTHORITY AREAS

Pupils attending MMPS may live in different local authority areas. Where a referral to Children's Social Care is required, staff should normally contact the Children's Social Care service for the local authority in which the child lives.

If a child is in immediate danger, call 999.

Manchester

Manchester Contact Centre / Children's Social Care

Tel: 0161 234 5001

Available 24 hours a day, 7 days a week

Email: mcsreply@manchester.gov.uk

Oldham

Multi-Agency Safeguarding Hub (MASH)

Tel: 0161 770 7777

Email: child.mash@oldham.gov.uk

Out of hours / Emergency Duty Team:

Tel: 0161 770 6936

**Rochdale
Children's Social Care**

Tel: 0300 303 0440

Monday to Friday, 8.30 am–4.45 pm

Out of hours:

Tel: 0300 303 8875

Professional referrals should normally be submitted through the Children's Services Portal.

**Stockport
Multi-Agency Safeguarding and Support Hub (MASSH)**

Tel: 0161 217 6028

Out of hours:

Tel: 0161 718 2118

Professional referrals should normally be submitted through the MASSH referral process.

**Tameside
Multi-Agency Safeguarding Hub (MASH)**

Tel: 0161 342 4101

Out of hours / Emergency Duty Team:

Tel: 0161 342 2222

Professional referrals that are not immediate safeguarding concerns should normally be submitted through the Multi-Agency Request for Service process.

**Trafford
Children's First Response**

Tel: 0161 912 5125

Monday to Friday, 8.30 am–4.30 pm

Out of hours / Emergency Duty Team:

Tel: 0161 912 2020

Professionals should normally use Trafford's online referral process unless urgent safeguarding action or advice is required.

6. POLICE AND EMERGENCY CONTACTS

Emergency – immediate danger or risk of serious harm

Tel: 999

Police non-emergency

Tel: 101

Anti-Terrorist Hotline

For information relating to terrorism or an immediate terrorism-related concern:

Tel: 0800 789 321

Where there is an immediate threat to life, call 999.

7. PREVENT, RADICALISATION AND EXTREMISM

Concerns about possible radicalisation are safeguarding concerns and should normally be discussed immediately with the DSL.

Manchester Prevent Referral

Where a Prevent referral is appropriate, the National Prevent Referral Form for Manchester should be used. Manchester City Council's current process states that referrals are assessed jointly by Counter Terrorism Policing North West and the local authority, with appropriate cases progressing to Channel.

ACT Early / National Police Prevent Advice Line

For confidential advice about concerns that somebody may be susceptible to radicalisation:
Tel: 0800 011 3764

Department for Education – Extremism in Education

For concerns about extremism relating to an education setting in England:
Tel: 020 7340 7264
Email: counter.extremism@education.gov.uk

The DfE also provides an online Report Extremism in Education service.

8. NATIONAL SAFEGUARDING HELPLINES

NSPCC Helpline

For adults seeking advice or wishing to raise concerns about the welfare or safety of a child:
Tel: 0808 800 5000
Email: help@nspcc.org.uk

The telephone helpline currently operates from 10.00 am–4.00 pm, Monday to Friday.

Childline

Free and confidential advice and support for children and young people.
Tel: 0800 1111
Available 24 hours a day, 7 days a week.

NSPCC FGM Helpline

For advice or concerns relating to female genital mutilation (FGM).
Tel: 0800 028 3550

The helpline currently operates from 8.00 am–8.00 pm Monday to Friday and 9.00 am–6.00 pm at weekends.

This helpline does not replace the statutory duty on teachers to report directly to the Police where the mandatory FGM reporting duty applies.

NSPCC Whistleblowing Advice Line

For professionals concerned about how child protection or safeguarding matters are being handled within their organisation.
Tel: 0800 028 0285
Email: help@nspcc.org.uk

9. DISCLOSURE AND BARRING SERVICE (DBS)

The school has a legal duty to make a barring referral to the Disclosure and Barring Service where the statutory referral conditions are met.

DBS Helpline

Tel: 03000 200 190

Barring referrals should normally be submitted through the DBS online Barring Referral Service.

Where the online service cannot be used:

Email: contactus@dbb.gov.uk

10. TEACHING REGULATION AGENCY (TRA)

The Teaching Regulation Agency regulates the teaching profession and considers cases of serious teacher misconduct.

Teacher Misconduct

Email: TRA.Casework@education.gov.uk

Teaching Regulation Agency
Cheylesmore House
5 Quinton Road
Coventry
CV1 2WT

Serious teacher misconduct may also be reported using the GOV.UK online reporting service.

11. OFSTED – EYFS COMPLAINTS / CONCERNS

Parents/carers may contact Ofsted if they believe that the School is not meeting the EYFS requirements.

Tel: 0300 123 4666

Email: enquiries@ofsted.gov.uk

12. IMPORTANT PRINCIPLE

The absence of the DSL or another member of the Designated Safeguarding Team must never prevent or delay appropriate safeguarding action.

Any member of staff may make a direct referral to Children's Social Care where circumstances require this. If a child is in immediate danger or at immediate risk of serious harm, staff must contact the Police on 999.

Introduction

Islamic Context

Islam places great importance on compassion, dignity and the protection of children. The Prophet Muhammad (peace be upon him) taught kindness, mercy and care towards the young.

The Qur'an states: *"Indeed, We have dignified the children of Adam."* (Al-Isra 17:70)

The Prophet Muhammad (peace be upon him) said: *"Anyone who does not show mercy to our children... is not one of us."*

These teachings underpin our commitment to safeguarding every pupil and providing a safe, caring and respectful environment.

1. Aims

The school aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- › All staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2026\)](#) and Working Together to Improve School Attendance (July 2026). We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see section 3).

This policy also has regard to the DfE statutory guidance Information sharing to safeguard children and young people, updated on 10 September 2026. The information sharing duty under section 16LA of the Children Act 2004, introduced by the Children's Wellbeing and Schools Act 2026, takes effect on 30 September 2026. The School's arrangements for implementing this duty are set out in section 6.

This policy also has regard to the Education (Independent School Standards) Regulations 2014, including Part 3, paragraph 7, which relates to arrangements for safeguarding and promoting the welfare of pupils in independent schools.

MMPS complies with the local multi-agency safeguarding arrangements agreed and published by the three safeguarding partners.

This policy is also based on the following legislation:

- › The [Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regard to safeguarding and supporting girls affected by FGM
- › The [Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#) (as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › The [Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our board of trustees and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- › [Operation Encompass statutory guidance](#), which requires the police to notify a child's educational establishment where they have reasonable grounds to believe that the child may be a victim of domestic abuse.

EYFS

- › The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children
- › This policy also meets the requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

The school operates in accordance with the multi-agency safeguarding arrangements set by Manchester Safeguarding Partnership. These arrangements define how local agencies work together to safeguard and promote the welfare of children.

The school will engage with these arrangements by sharing information, contributing to multi-agency processes, and ensuring staff understand local thresholds for intervention.

3. Definitions

Safeguarding and promoting the welfare of children means:

- › Providing help and support to meet the needs of children as soon as problems emerge
- › Protecting children from maltreatment whether that is within or outside the home, including online
- › Preventing impairment of children's mental and physical health or development
- › Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities 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, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Making or sharing of nudes or semi-nudes is where children share nude or semi-nude images, such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph or video. The sharing of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)
- › Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- › The chief officer of police for an area in the LA area

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

Alleged perpetrator(s) and **perpetrators(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language (EAL)
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 14)
- › Are missing from education for prolonged periods and/or frequently
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and trustees in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- › Read and understand Part one of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- › Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- › Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identities of the designated safeguarding lead (DSL), Deputy DSL and additional DSLs, the Behaviour Policy, Online & E-Safety Policy (which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and the safeguarding response to children who go missing from education/who are absent from education.
- › Be aware of the school's unauthorised absence procedures and children missing in education procedures.
- › The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSLs, and sharing information with other professionals to support early identification and assessment
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- › The process for community-based Family Help assessments
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- › The safeguarding issues that often overlap and can put children at risk of harm, including:
 - Drug taking and/or alcohol misuse
 - Unexplainable and/or persistent absences from education
 - Serious violence, criminal exploitation (including that linked to county lines), radicalisation
 - Consensual and non-consensual making or sharing of nudes or semi-nudes
- › New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › That children can be at risk of harm inside and outside the home, at school and online. Staff, particularly the DSL and deputies, will consider whether a child may be at risk of abuse or exploitation in situations outside their family. This may include sexual exploitation, teenage relationship abuse and stalking, financial or criminal exploitation, serious youth violence, county lines and radicalisation. When assessing a safeguarding concern, the wider context in which incidents or behaviours occur will be considered so that appropriate action and support can be provided.
- › The fact that mental health 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
- › That children who are (or who are perceived to be) lesbian, gay or bisexual can be vulnerable to discriminatory bullying
- › The potential vulnerabilities of children who are questioning their gender
- › That a child and their family may be experiencing multiple needs at the same time
- › What to look for to identify children who need help or protection

Appendix 4 of this policy outlines in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our DSL is Mrs D. Ghafari-Kanno (Headteacher) and takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours, if necessary, via email or mobile phone.

When the DSL is absent, the Deputy DSL (DSL), Mrs N. Mian, Deputy Headteacher, will act as cover.

If the DSL and deputy are not available or absent, Mrs I. Chaudhry (Senior Leader) can act on safeguarding concerns.

The DSLs will:

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS) and/or police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behaviour
- › Have a good understanding of the filtering and monitoring systems and processes in place at our school
- › Make sure that staff have appropriate Prevent training and induction

The DSL will also:

- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- › Ensure that child protection files are kept up to date
- › Where children leave school, ensure their child protection file is transferred to the new school

5.3 The proprietor and board of trustees

Manchester Islamic Educational Trust Ltd (MIET) is the registered proprietor of Manchester Muslim Preparatory School.

The proprietor, acting through the board of trustees, will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- › Ensure that all staff who work directly with children read **at least part 1** of Keeping Children Safe in Education (KCSIE) and those staff who do not work directly with children read **part 1** of KCSIE
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010, and our school's local multi-agency safeguarding arrangements
- › Appoint a Safeguarding Link Trustee to monitor the effectiveness of this policy in conjunction with the full board of trustees. This is always a different person from the DSL
- › Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- › Ensure the school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils
- › Ensure the school has appropriate cyber security systems in place
- › Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:

- Making sure that the leadership team and staff are aware of the provision in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Ensuring that reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT team. The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of these checks will be kept
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, trainee teachers, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of trustees will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

All trustees will read Keeping Children Safe in Education (2026) in its entirety.

Section 19.3 of this policy has information on how trustees are supported to fulfil their role.

5.4 The Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- › Communicating this policy to parents/carers when their child joins the school and via the school website
- › Ensuring that there is always adequate cover if the DSL (Headteacher) is absent
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- › Making decisions regarding all low-level concerns in collaboration with the Deputy DSL
- › Ensuring the relevant staffing ratios are met, where applicable
- › Making sure each child in the Early Years Foundation Stage is assigned a key person
- › Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

Information Sharing Duty — effective from 30 September 2026

The School will comply with section 16LA of the Children Act 2004 and have regard to the accompanying DfE statutory guidance.

Where the School holds information relevant to safeguarding or promoting a child's welfare, it must share that information with another organisation covered by the duty where, and to the extent that, sharing may assist that organisation's relevant safeguarding or welfare functions. This applies proactively and in response to requests, including information about other individuals connected to the child.

Sharing is not dependent on a child meeting a threshold for statutory intervention. Consent is not required where the duty applies.

The duty does not apply where sharing would be more detrimental to the child than not sharing. Any reliance on this limited exception must be considered carefully with the DSL or Deputy DSL, with the reasons recorded.

Information must be shared promptly, securely and proportionately, in compliance with data protection law. Decisions to share or not share, and the reasons, must be recorded. Existing safeguarding and referral procedures continue to apply.

Staff must share information proactively where there are safeguarding concerns. They must not assume that another professional will pass on information that may be critical to keeping a child safe.

Data protection legislation does not prevent the sharing of information for safeguarding purposes. Where there is a risk of harm, safeguarding takes precedence, provided there is a lawful basis for sharing information.

- › Timely information sharing is essential to effective safeguarding.
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › Data protection legislation enables lawful information sharing to safeguard children and promote their welfare. It requires the School to identify an appropriate lawful basis and share information fairly, securely and only to the extent necessary for the purpose. Staff must not treat data protection as a reason to withhold information that should be shared for safeguarding purposes.

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- When responding to a subject access request for a pupil's personal data, the School will consider any applicable exemptions. Education information may be withheld to the extent that disclosure would be likely to cause serious harm to the physical or mental health of any person. Where necessary, the School will seek data protection or legal advice and record its decision and reasons.

This exemption concerns access to personal data. It is not a blanket restriction on sharing information with safeguarding agencies, which must be considered under the relevant safeguarding duties and lawful information-sharing arrangements.

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - The pupil's wishes will be listened to and taken seriously. However, from 30 September 2026, where the Information Sharing Duty applies, the School must share relevant information without requiring consent, subject to the statutory exception described above. In other circumstances, information may still be shared without consent where there is an appropriate lawful basis. The DSL or Deputy DSL will explain to the pupil, in an age-appropriate way, what information needs to be shared, with whom and why.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- Staff will follow the DfE statutory guidance, Information sharing to safeguard children and young people (updated 10 September 2026), alongside Working Together to Safeguard Children and this policy. The new Information Sharing Duty applies from 30 September 2026.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Where a child leaves the school the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within 5 days of the start of a new term. The DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving

- › Confidentiality is also addressed in this policy with respect to record-keeping in section 18, and allegations of abuse against staff in appendix 3.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect, exploitation and modern slavery and shall be alert to the potential need for early help. This includes, but is not limited to, a child who:

- › Has a disability 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 (EHC) plan)
- › Has a mental health need
- › Is a young carer
- › Has exhibited early signs of abusive, violent and/or harmful behaviours
- › Is bereaved
- › Is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups or county lines
- › Is frequently missing/goes missing from education, care or home
- › Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion and in alternative provision or a pupil referral unit
- › Is at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised into terrorism
- › Has a parent or carer in custody, or is affected by parental offending
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › 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 drugs or alcohol
- › Has returned home to their family from care
- › Is at risk of honour or faith-based abuse, such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Manchester Contact Centre

Telephone: 0161 234 5001 (open 24 hours a day, seven days a week)

Email: mcsreply@manchester.gov.uk

Manchester Safeguarding Partnership (MSP)

<https://www.manchestersafeguardingpartnership.co.uk/concerned/>

Find contact details for a local council <https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Enter your notes into CPOMS and alert the DSL verbally of the entry. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

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

We will ensure that all staff working within the EYFS have a sufficient understanding and use of English to safeguard the wellbeing of children in their care. This includes being able to maintain records in English, communicate effectively with other agencies, summon emergency assistance when required and understand instructions relating to matters such as medication, food hygiene and health and safety.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education (KCSIE) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures. The DSL will contact children's social care.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL and Deputy DSL are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Community-based Early Help and Family Help

Where a child does not require statutory children's services but may benefit from support, the DSL or Deputy DSL will generally lead liaison with other agencies and any community-based Early Help assessment. Staff may support other agencies and professionals and, where appropriate, act as the lead practitioner.

Where a child or family requires more targeted support, the DSL will consider referral to Family Help in accordance with local threshold arrangements. Family Help includes targeted early help and support and services provided under section 17 of the Children Act 1989. Targeted early help is voluntary and requires the family's consent.

The DSL will keep such cases under constant review. If the child's situation does not appear to be improving or is getting worse, consideration will be given to referral to local authority children's social care for statutory assessment. Where appropriate under local arrangements, a qualified lead practitioner who is not a social worker may continue to lead work with the family up to and including section 17 support.

Early Help Hubs Manchester

Support or advice can be sought from the local **Early Help Hub**:

- **North Early Help Hub**
 - Tel: 0161 234 1973
 - e-mail: earlyhelpnorth@manchester.gov.uk
- **Central Early Help Hub**
 - Tel: 0161 234 1975
 - e-mail: earlyhelpcentral@manchester.gov.uk
- **South Early Help Hub**
 - Tel: 0161 234 1977
 - e-mail: earlyhelpsouth@manchester.gov.uk

The DSL will ensure that decisions are made in line with Manchester Safeguarding Partnership threshold guidance to ensure the right support is provided at the right time.

Referral

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves; and follow the Manchester Safeguarding Partnership (MSP) 'Escalation Policy and Process'.

<https://www.manchestersafeguardingpartnership.co.uk/wp-content/uploads/2026/04/Escalations-Protocol-1.pdf>

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

Where a Prevent referral is being assessed and further or new information comes to light, the DSL or Deputy DSL will ensure that this information is passed to the police

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

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

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

7.6 If you have a mental health concern

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

Mental health problems can also, in some cases, develop into safeguarding concerns (for example, self-harm).

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff will be alert to behavioural signs that suggest a child 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

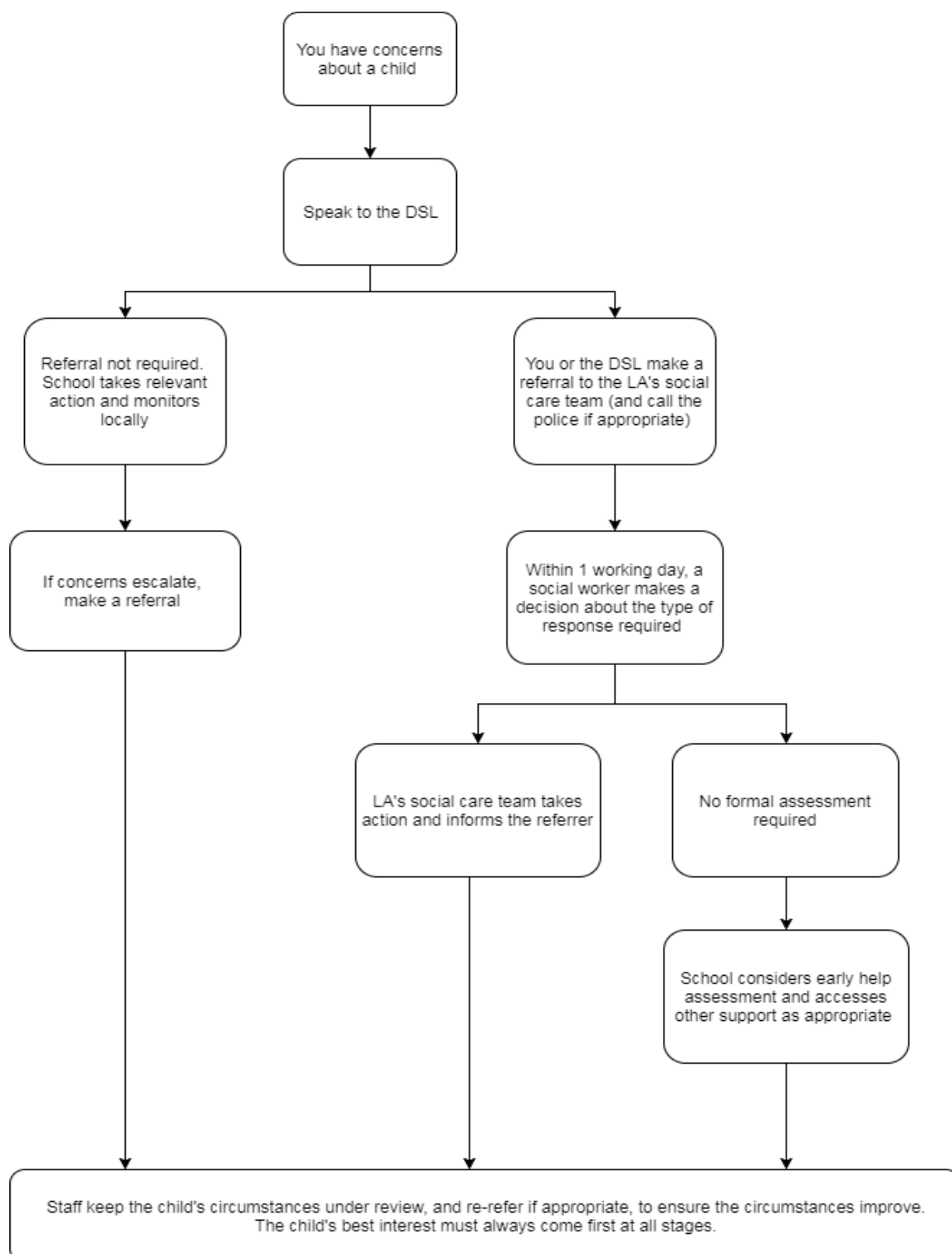
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4. If you feel that a child is in danger, call 999 or arrange for the child to be taken to A&E immediately by their parent or other suitable person.

If the child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

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

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, trainee teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, trainee teacher, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the chair of trustees.

The Headteacher / chair of trustees will then follow the procedures set out in appendix 3, if appropriate.

Concerns about trustees

Any safeguarding concern or allegation about a trustee must be reported immediately to the Chair of Trustees.

Where the concern relates to the Chair of Trustees, or there is a conflict of interest that prevents impartial handling within the Trust, it must be reported directly to the Manchester Local Authority Designated Officer (LADO). The LADO will advise on the appropriate arrangements for managing the allegation, including the involvement of a trustee who is not implicated in the concern.

Manchester LADO: 0161 234 1214

Email: LADO@manchester.gov.uk

The person who is the subject of the concern must not take responsibility for managing it. Where a child is in immediate danger, call 999.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, trainee, volunteer or contractor) to the Headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny/misandry and an unsafe environment for pupils.

For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys’ perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy/anti-bullying policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the making or sharing of nudes and semi-nudes, including where generated by AI), which may include or be driven by misogyny/misandry

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children's mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting, making or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Recognise the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increase the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment
- Be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils' attitudes
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- That exposure to misogynistic/misandrist content online can indicate a safeguarding concern and requires early discussion with the DSL

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Making or sharing of nudes and semi-nudes

Your responsibilities when responding to an incident

All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response. If you are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nudes, including where generated by AI, you must report it to the DSL immediately.

You must **not**:

- › View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- › Delete the imagery or ask the pupil to delete it
- › Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- › Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- › Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding / leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to pupil(s)
- › If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to their SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL/Headteacher, in consultation with the senior leadership team and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of making or sharing of nudes and semi-nudes, including where generated by AI, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 18 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment. This also includes making such images, including where generated by AI
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

MMPS Procedures

- Pupils are made aware of reporting systems and processes and who they can share their concerns with through discussion in our relationships curriculum, assemblies and posters.
- MMPS is a Gold UNICEF Rights Respecting School and pupils are made aware of their rights throughout the year.
- Staff provide reassurance following a disclosure to ensure pupils feel safe in submitting any concern; handling of disclosures is discussed during safeguarding update training and safeguarding reminders

8. Online safety and the use of mobile technology

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

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community, including the expectation that our school is a mobile phone-free environment by default
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

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

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

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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website and communications sent directly to them and during parent/carer induction sessions held at the beginning of each academic year.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and child protection updates including online safety, to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online and e-safety and mobile phone policies which can be found on our school website: <https://mmmps.miet.uk/about/our-policies/>

Early Years Foundation Stage: Mobile Phones, Cameras and Electronic Devices

Use of mobile phones, cameras and electronic devices

Personal mobile phones, cameras, smartwatches and other personal electronic devices with imaging, recording or sharing capabilities must not be used by staff while caring for children.

Staff must keep personal mobile phones securely stored away from children during contact time. Personal phones may only be accessed during authorised breaks and away from areas used by children.

Staff must not use personal devices to photograph, video or make audio recordings of pupils, or to record any aspect of classroom or EYFS activity.

Parents, carers, visitors and volunteers must not use mobile phones, cameras or other recording devices within the EYFS provision unless expressly authorised by the School.

The School's expectations regarding mobile phones, photography and recording will be communicated to parents, carers and visitors. Appropriate notices will be displayed and reminders given at events where necessary.

In a personal emergency, staff should use the School telephone or seek permission from a senior member of staff to access their personal phone.

Personal calls must only be made during non-contact time and away from teaching areas, changing areas and toilet facilities.

Only School-approved devices may be used to photograph or record pupils for legitimate educational purposes. School devices must be stored securely when not in use and must not be used for personal purposes.

Photographs or recordings of pupils must only be taken and used in accordance with the School's photography arrangements, privacy notices, safeguarding procedures and Data Protection Policy.

Images and recordings must only be stored or transferred using approved School devices, systems and accounts. Images of pupils must never be stored on personal devices, personal cloud storage or personal accounts.

School devices containing photographs or recordings of pupils must be stored securely and access must be restricted to authorised staff.

All telephone contact with parents/carers must be made through the School's approved communication systems.

Photography at School events

At productions, assemblies and other designated events, parents/carers may be permitted to take photographs or recordings where this has been expressly authorised by the School.

Parents/carers must follow the School's instructions regarding photography and recording and must respect the privacy of other pupils. The School strongly advises that photographs or recordings containing other children should not be published or shared on social media or other public platforms.

Children's screen use

The School will have regard to Department for Education guidance on children's screen use in early years settings. Screen use will be limited, purposeful and carefully planned to support identified learning and development aims. It must not unnecessarily replace play, physical activity, outdoor learning or high-quality interaction with adults and other children.

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

MMPS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

MMPS will treat any use of AI to access harmful content or bully pupils in line with this policy and our Anti-Bullying and Behaviour Policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

9. Notifying parents or carers

Where appropriate, the DSL will discuss safeguarding concerns, including suspicions or disclosures of abuse, with the child's parents or carers. Other staff must consult the DSL before discussing these concerns with parents or carers.

If notifying parents or carers could increase the risk to the child, the DSL will seek advice from local authority children's social care before making contact. This must not delay action needed to protect the child.

For every significant incident involving reasonable force and every incident of restraint or seclusion, each parent will be informed in writing as soon as practicable, normally on the same day, in accordance with the Behaviour Policy. This includes incidents forming part of an agreed behaviour support plan.

Information must not be provided to a parent if doing so would be likely to result in significant harm to the pupil. Where no parent can safely be informed without that risk, the DSL must ensure that the incident information is provided to the local authority where the pupil ordinarily resides. Decisions, reasons and details of notifications must be recorded.

Where allegations of abuse are made against another child, we will normally notify the parents or carers of all children involved, subject to safeguarding considerations. The DSL will consider carefully what information can be shared about other children and when, working with the police and/or local authority children's social care as appropriate.

The DSL will work with relevant agencies, as appropriate, to:

- › Meet with the victim's parents or carers, involving the child where appropriate, to explain the safeguarding arrangements, understand their wishes and support needs and discuss how the report will be progressed.

- › Meet with the alleged perpetrator's parents or carers to discuss support for their child, explain any protective arrangements affecting them and give the reasons for those decisions.

These discussions remain subject to the safeguarding and information-sharing considerations above.

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- › Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- › The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse
- › The need for intimate care or that these children are isolated from others
- › That these children are more likely to be dependent on adults for care
- › Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

- › Close support and monitoring by the class teacher
- › Session with the SENDCo (where appropriate): one-to-one or small group to discuss social interactions, go through different social scenarios (e.g. through role-play), identify acceptable/unacceptable behaviours/interactions and practise strategies to deal with these; participate in activities / games to boost self-confidence

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO. The school considers extra pastoral support and attention for these children, and ensure any appropriate support for communication is in place.

11. Pupils with medical conditions

An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

A safeguarding referral will be made where an incident highlights concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the child's medical condition might be withheld from the school, or the child may be repeatedly sent to school without essential medication, putting them at risk.

12. Young carers

The school recognises that caring responsibilities can impact on a child's attendance, attainment, behaviour and wellbeing, and early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health service.

13. Pupils with a social worker

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

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

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

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

14. Looked-after and previously looked-after children

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

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

The Headteacher/DSL has completed training to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

The Headteacher/DSL will

- › Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- › Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

15. Pupils who are lesbian, gay or bisexual

The school recognises that a child being lesbian, gay, or bisexual is not in itself a risk factor for harm. However, pupils who are (or who are perceived by other children to be) lesbian, gay, or bisexual can sometimes be vulnerable to discriminatory bullying (see our behaviour policy for more detail).

Any concerns should be reported to the DSL/Deputy DSL.

16. Pupils who are questioning their gender

16.1 Supporting pupils who are questioning their gender

As an Islamic faith school, MMPS will approach any pupil who is questioning their gender with compassion, dignity, sensitivity and respect, consistent with the School's Islamic ethos and its statutory safeguarding, equality and human rights duties. The welfare and best interests of the child and other children will remain central to all decision-making.

We recognise that children who are questioning their gender may have additional vulnerabilities, including possible mental health or psychosocial needs relating to family relationships, peers or their wider social environment.

The School will take a strong, proactive stance against all forms of bullying, prejudice and harassment. At the same time, the School will respect the rights of pupils and staff in relation to religion or belief.

As MMPS is a primary school, we will exercise particular caution when considering requests relating to social transition. Support for full social transition would be expected to be agreed very rarely.

The DSL will be involved in and oversee any such case.

16.2 Involving parents/carers

Where a pupil who is questioning their gender asks the School for support, parents/carers will be involved as a matter of priority and their views will be given appropriate weight.

In the rare circumstances where involving parents/carers may place the pupil at greater risk, the DSL will determine what action is necessary to safeguard the child before parents/carers are contacted or any decisions are made.

Where a pupil confides in a member of staff about their feelings but does not ask the School to make changes to how they are treated, there is no reason to break that confidence unless there is a related safeguarding concern.

16.3 Requests for support with social transition

The School will not initiate social transition. Individual members of staff must not independently make changes relating to social transition.

Where a pupil or their parent/carer asks the School to make changes to support the pupil presenting as the opposite biological sex, the School will consider the request carefully and on an individual basis, working closely with parents/carers.

Any decision will take account of:

- the safeguarding and welfare of the pupil and other children
- the pupil's wishes and feelings
- the views of parents/carers
- any relevant clinical or other professional advice
- the age and developmental stage of the pupil
- the need for particular caution in relation to primary-aged children
- the School's obligations under equality and human rights law
- the rights of pupils and staff in relation to religion or belief.

A decision may not necessarily be the same as the pupil's wishes.

Where requests concerning names or pronouns arise, these will be considered as part of the same careful decision-making process. The School will seek respectful and practical arrangements which take account of the rights and wellbeing of everyone concerned. This may include the use of a pupil's name rather than pronouns where appropriate.

All decisions and the reasons for them will be recorded and reviewed if circumstances change.

The School will ensure that a pupil's biological sex is recorded accurately wherever sex is recorded and that all relevant staff are aware of the pupil's biological sex.

16.4 Single-sex toilets and changing facilities

Pupils will not be permitted to use toilets or changing facilities designated for the opposite biological sex.

The School will provide separate toilets for boys and girls aged 8 and over, except where an individual toilet is contained in a room that can be locked from the inside and is intended for use by one pupil at a time.

Where a pupil does not wish to use facilities designated for their biological sex, the School will consider whether suitable alternative private facilities can be provided. Any alternative arrangements must protect the safety, comfort, privacy and dignity of the pupil and of other pupils.

16.5 Single-sex sport

The School may organise sports, games or competitive activities in single-sex groups where permitted by law, including where differences in physical strength, stamina or physique are relevant.

Where a sport is provided on a single-sex basis for safety reasons, there will be no exceptions and pupils will not participate in sports designated for the opposite biological sex.

Where there are no safety concerns, any individual request relating to participation will be considered carefully on a case-by-case basis, taking account of the pupil's best interests, the interests of other pupils and the need to provide safe and fair sporting opportunities.

17. Complaints and concerns about school safeguarding policies

17.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

17.2 Other complaints

Complaints will be handled in line with the MMPS Complaints Policy and/or the statutory framework for the Early Years Foundation Stage (section 3).

17.3 Whistle-blowing

MMPS is committed to conducting its business with honesty and integrity and expects all staff and volunteers to maintain high standards in accordance with their contractual obligations and the School's policies and procedures.

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Such concerns must be raised with the Headteacher or the chair of trustees if the concern is about the Headteacher.

Where a staff member feels unable to raise the issue within the organisation or feels that their genuine concerns are not being addressed, other channels are open to them.

NSPCC Whistleblowing Tel: 0800 028 0285

EYFS: Contact details for Ofsted available to parents.

→ Also see *MMPS Whistleblowing Policy*.

18. Record keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

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

Safeguarding records will be clear and factual and will distinguish between observed concerns, professional opinion and historic information.

Concerns and referrals will be kept in a separate child protection file for each child and should only be accessed by those who need to see it.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

The DSL will obtain confirmation that the child protection file has been received. The file will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. Current safeguarding concerns will be clearly distinguished from historic information, with appropriate context provided.

Where MMPS receives a child protection file or safeguarding information for an incoming pupil, it will be reviewed promptly by the DSL, a deputy or another appropriately trained member of staff so that key risks and needs are clearly understood. Where the information is unclear or incomplete, the School will seek clarification from the previous setting. The DSL will ensure that the SENCO and any other relevant staff are made aware of information they need to know. Safeguarding information will be used to support, not disadvantage, the pupil.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Where MMPS receives safeguarding information indicating a risk to the pupil and/or others, including where a pupil has previously carried, threatened with or used a knife or other weapon, the DSL will ensure that the risk is assessed and that an appropriate safety and support plan is in place for when the pupil arrives.

All safeguarding records are entered and kept electronically on CPOMS.

Any non-confidential records will be readily accessible and available, while confidential information will be securely stored and accessible only to authorised individuals with a legitimate professional need. Safeguarding records for individual children will be retained for an appropriate period after they leave the school.

If a child with current or previous safeguarding concerns transfers to another school, the Designated Safeguarding Lead (DSL) will ensure their child protection file is forwarded securely and separately

from the main pupil file. Where possible, this transfer will be facilitated through CPOMS. If the receiving school does not use CPOMS, the information will be shared via a paper record.

In addition:

- › Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- › Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

19. Training

19.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- › Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- › Be in line with advice from the 3 safeguarding partners
- › Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- › Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

19.2 The DSL and Deputy DSL

The DSL and Deputy DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

19.3 Trustees

All trustees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- › Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

- › Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

19.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

19.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

We will make sure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions. Children will usually be within both sight and hearing of staff and always within sight or hearing.

20. Monitoring arrangements

This policy will be reviewed at least annually by the Headteacher and updated sooner where required by changes to legislation or statutory guidance, emerging safeguarding issues or lessons learnt from safeguarding concerns or incidents.

The annual review will consider the effectiveness and implementation of the school's safeguarding arrangements, including any themes or patterns arising from safeguarding concerns, child-on-child abuse, allegations or low-level concerns about adults, attendance-related safeguarding concerns, online safety, safeguarding training, referrals and multi-agency working.

The review will also consider emerging risks and any lessons learnt, with appropriate action taken to strengthen safeguarding practice, procedures or staff training where necessary.

The Safeguarding Link Trustee will provide appropriate scrutiny and challenge and seek assurance that safeguarding arrangements are effective and being implemented consistently.

The board of trustees will maintain strategic oversight of safeguarding and will approve this policy at each annual review.

21. Links with other policies

This policy links to the following policies and procedures:

- › Behaviour
- › Anti-Bullying
- › Child-on-Child Abuse
- › Staff Code of Conduct
- › Complaints
- › Health and Safety
- › Attendance
- › First Aid

- › Curriculum
- › Privacy Notices
- › Online and e-safety
- › Procedure for Missing Children
- › Low-Level Concerns
- › Volunteer Policy
- › Safer Recruitment
- › Separated Parent
- › Missing Child Procedure
- › Whistleblowing
- › IT Acceptable Use
- › Mental Health and Emotional Wellbeing
- › Supervision
- › EYFS Staff Supervision
- › Visitors' Protocol
- › ICT and Internet Acceptable Use Policy
- › Child Collection
- › Searching, Screening and Confiscation Policy
- › Physical Restraint and Use of Reasonable Force
- › Mobile Phone
- › Social Media
- › Data Protection
- › Employment of Ex-Offenders

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2026.

Appendix 1: types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- › Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- › Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- › Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- › Seeing or hearing the ill-treatment of another
- › Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- › Verbal abuse such as criticism, belittling, or name-calling

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

- › Physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse

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.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- › Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- › Protect a child from physical and emotional harm or danger
- › Ensure adequate supervision (including the use of inadequate care-givers)
- › Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

Safer recruitment policy

Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education (KCSIE) 2026.

The Early Years Foundation Stage statutory framework contains its own requirements for safer recruitment (see paragraph 3.13 to 3.27)

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
 - If they are known to the police and children's local authority social care and
 - If they have been disqualified from providing childcare
- › Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- › Not accept open references (for example, "To whom it may concern")
- › Not rely on applicants to obtain their reference
- › Not accept reference from family members

- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children. If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting (EYFS).
- › Contact referees to clarify where information is vague or insufficient information is provided
- › Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check:
 - For newly appointed staff or volunteers if they will start work in regulated activity before the DBS certificate is available
 - Where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to their appointment to the school

- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- › Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

*Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Starting work before a DBS certificate is received

Outside the EYFS provision, an individual may only begin work in regulated activity while awaiting their enhanced DBS certificate where all other required pre-employment checks, including a separate children's barred list check, have been completed satisfactorily and appropriate supervision is in place. The Headteacher must approve and record the arrangements before the individual starts work.

Within the EYFS provision, staff and volunteers requiring an enhanced DBS check with children's barred list information must not begin work until the School has received and checked the required certificate. A separate barred list check and supervision do not replace this requirement.

Regulated activity means a person who will be:

- › paid or unpaid work involving teaching, training, instructing, caring for or supervising children, or providing advice or guidance on their physical, emotional or educational wellbeing, where carried out frequently, on more than 3 days in a 30-day period or overnight
- › Engaging in intimate or personal care or healthcare or any overnight activity, even if this happens only once
- › driving a vehicle only for children where carried out frequently or on more than 3 days in a 30-day period;
- › relevant personal care or healthcare, which is regulated activity regardless of frequency; and
- › certain paid work in specified places, including schools, where the statutory conditions are met.

The above applies to both paid staff and volunteers.

Existing staff and volunteers

In certain circumstances we will carry out all the relevant checks on existing staff or volunteers as if the individual was a new member of staff or a new volunteer. These circumstances are when:

- › There are concerns about an existing member of staff's or the volunteer's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

This duty applies equally to paid staff and volunteers where they were engaged in regulated activity.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors, or request to see the certificate if the self-employed person has obtained their own check and ensure that it is at the level required by the school.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- › Never allow an unchecked volunteer to work in regulated activity, or leave them unsupervised
- › Obtain an enhanced DBS check with children's barred list information for all volunteers engaging in regulated activity, including existing volunteers who become subject to regulated activity requirements from 1 September 2026 as a result of the Crime and Policing Act 2026 changes
- › Carry out and record a written risk assessment for volunteers who are not engaging in regulated activity, using professional judgement to decide what checks, if any, are appropriate. Where the volunteer would be in regulated activity but for the frequency of the activity, an enhanced DBS check without children's barred list information may be obtained. For other volunteers who may have access to children, the School will consider whether a basic DBS check is appropriate
- › Obtain reference for volunteers before they are recruited
- › Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Trustees

All trustees will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

Before an individual becomes Chair of the Board of Trustees, the Secretary of State will carry out an enhanced DBS check and obtain an enhanced DBS certificate, confirm the individual's identity and, where appropriate, undertake such further overseas checks as the Secretary of State considers necessary

All trustees will also have the following checks:

- › A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- › Identity
- › Right to work in the UK
- › Other checks deemed necessary if they have lived or worked outside the UK

Alternative Provision

Where the School places a pupil with an alternative provision provider, the School remains responsible for safeguarding that pupil and will satisfy itself that the placement is safe and meets the pupil's needs.

The School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the provision. The provider must also confirm that it will inform the School of any arrangements, including staff changes, which may put the pupil at risk so that the School can assure itself that appropriate safeguarding checks have been completed.

The School will undertake appropriate safeguarding due diligence, maintain a record of where the pupil is based during school hours, including any subcontracted provision or satellite sites, and review the placement at least half-termly. Where safeguarding concerns arise, the placement will be reviewed immediately and terminated where necessary unless and until those concerns have been satisfactorily addressed.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

Where an individual provides teaching, training, instruction, care or supervision to a child on a work experience placement frequently, on more than three days in a 30-day period or overnight, this is regulated activity. A person who is barred from regulated activity with children must not be permitted to undertake such activity

Appendix 3: allegations of abuse made against staff

Allegations against staff (including low-level concerns) policy

Section 1: allegations that may meet the harm threshold

This section is based on 'Section 1: Allegations that may meet the harm threshold' in part 4 of Keeping Children Safe in Education (KCSIE) 2026.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, trainee teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

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

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

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of trustees where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

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

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

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

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- › Providing an assistant to be present when the individual has contact with children
- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- › Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the trust

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and local authority children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation
- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis that supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Undertake only basic factual enquiries in accordance with local procedures, such as checking whether the individual was present, could have had contact with the pupil and whether witnesses or CCTV evidence are available. These checks must not become an investigation, delay necessary safeguarding action or jeopardise any subsequent investigation. Where the allegation may meet the harm threshold, contact the LADO without delay and obtain advice before undertaking any further enquiries or investigation.

- › Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate
- › Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care
- › **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- › **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate
- › Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- › Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- › Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- › Make a referral to the DBS where the statutory referral conditions are met. This includes where an individual engaged in regulated activity is removed from regulated activity, or would have been removed had they not left, and the School believes that the individual has engaged in relevant conduct, satisfied the harm test or been cautioned or convicted of a relevant automatic-barring offence. This duty applies equally to paid staff and volunteers. A referral will be made as soon as possible when the individual is removed from regulated activity, including where they are suspended, redeployed to work that is not regulated activity, dismissed, resign or, in the case of a volunteer, cease volunteering.

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

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

Additional considerations for supply teachers, trainee teachers, and all contracted staff

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

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

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate. Teacher training providers are expected to follow the same procedures as supply agencies.

Timescales

We will deal with all allegations as quickly and effectively as possible through a thorough and fair process. The case manager will monitor the progress of each case. Wherever possible, the first review will take place no later than four weeks after the initial assessment. Where an investigation continues, dates for subsequent reviews will be set at the review meeting, ideally at fortnightly intervals and no longer than monthly intervals.

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated, unfounded, false or malicious reports

If a report is:

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

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

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

Resignations and settlement agreements

The School will not stop investigating a safeguarding allegation because the individual resigns, leaves, ceases to provide services or refuses to cooperate. Working with the LADO and other relevant agencies, the School will make every effort to reach and record an outcome.

Wherever possible, the individual will be given an opportunity to respond to the allegation and will be informed of the conclusion.

Settlement or compromise agreements will not be used where allegations indicate that an individual poses a risk of harm to children or may be unsuitable to work with children. No agreement may prevent the School from fulfilling its statutory DBS referral duty, considering a referral to the Teaching Regulation Agency where appropriate or providing an accurate reference in accordance with safeguarding guidance.

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and local authority children's social care services, as appropriate, to agree:

- › Who needs to know about the allegation and what information can be shared
- › How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- › What, if any, information can be reasonably given to the wider community to reduce speculation
- › How to manage press interest if, and when, it arises

Record-keeping

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

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

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

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

In these cases, the school will provide a copy to the individual, in agreement with local authority children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

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

Learning lessons

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

This will include consideration of (as applicable):

- › Issues arising from the decision to suspend the member of staff
- › The duration of the suspension
- › Whether or not the suspension was justified
- › The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

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

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

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

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

Section 2: concerns that do not meet the harm threshold

This section is based on 'Section 2: Concerns that do not meet the harm threshold in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, trainee teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- › Suspicion
- › Complaint
- › Safeguarding concern or allegation from another member of staff
- › Disclosure made by a child, parent or other adult within or outside the school
- › Pre-employment vetting checks

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

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- › Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- › Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- › Being overly friendly with children
- › Having favourites
- › Taking photographs of children on their mobile phone
- › Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- › Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns as per section 7.7 of this policy
- › Empowering staff to self-refer
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously

- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Code of Conduct and Employee Handbook. The Headteacher will be the ultimate decision-maker in respect of low-level concerns about other adults and may consult the Deputy DSL. Where a concern relates to the Headteacher or a trustee, the reporting arrangements in section 7.7 apply, and the person concerned must not manage or decide the outcome of the concern.

Record keeping

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

Records will be:

- › Kept confidential, held securely and comply with the Data Protection Act 2018, Data (Use and Access) Act 2025, and the UK GDPR
- › Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- › Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

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

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

Appendix 4: specific safeguarding issues

This appendix provides additional information on specific safeguarding issues relevant to MMPS and should be read alongside the main body of this policy and Part One of Keeping Children Safe in Education (KCSIE) 2026. It is not intended to be exhaustive.

All staff are required to read Part One of KCSIE 2026 and must remain alert to the full range of safeguarding issues identified within it, including child abduction and community safety incidents, children and the court system, children with family members in prison or otherwise affected by parental offending, child criminal exploitation including county lines, modern slavery and trafficking and cybercrime.

MMPS addresses safeguarding risks through staff induction and regular safeguarding updates, age-appropriate relationships, health and personal safety education, online safety education, attendance monitoring and pastoral support. Staff must report any safeguarding concern promptly to the DSL or Deputy DSL and follow the procedures set out in section 7 of this policy.

The school will follow the multi-agency safeguarding arrangements and relevant procedures of Manchester Safeguarding Partnership and the Greater Manchester Safeguarding Children Procedures. Where appropriate, MMPS will work with local authority Children's Social Care, the Police and other relevant agencies to safeguard and support the pupil.

Assessing adult-involved nude and semi-nude sharing incidents

This section is based on part 1 of the Department for Science, Innovation and Technology and the UK Council for Internet Safety's [Advice for education settings](#)

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- › Contacted by an online account that they do not know but appears to be another child or young person
- › Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- › Moved from a public to a private/E2EE platform
- › Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- › Offered something of value such as money or gaming credits

- › Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- › Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- › Use images that have been stolen from the child or young person taken through hacking their account
- › Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- › Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- › Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- › Moved from a public to a private/E2EE platform
- › Pressured into taking nudes or semi-nudes
- › Told they have been hacked and they have access to their images, personal information and contacts
- › Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education for prolonged periods and/or on repeat occasions can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk of becoming missing from education. These include children who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel

- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a school
- › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

The school will comply with the statutory information-sharing requirements set out in Working Together to Improve School Attendance. Where the relevant statutory thresholds are met, the school will provide the required attendance and sickness information for pupils of compulsory school age to the local authority, in accordance with the statutory guidance and agreed local arrangements.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

EYFS

If a pupil is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered prolonged.

Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to the local children's social care services and/or police welfare check requested.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can be perpetrated by organised networks or gangs, and the victim may identify as part of this group.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. It can include children who have been moved for the purpose of exploitation. This may constitute modern slavery.

Indicators of CCE can include a child:

- › Appearing with unexplained gifts or new possessions
- › Associating with other young people involved in exploitation
- › Suffering from changes in emotional wellbeing

- › Misusing drugs and alcohol
- › Going missing for periods of time or regularly coming home late
- › Regularly missing school or education
- › Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. 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. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Most sexual abuse is committed by individuals known to the victim. It can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. Victims are not always recognised and can be criminalised for actions they take while under coercion.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. Most sexual abuse is committed by individuals known to the victim.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images. It can include children who have been moved for the purpose of exploitation. This may constitute modern slavery.

In addition to the CCE indicators above, indicators of CSE can include a child:

- › Having an older boyfriend or girlfriend
- › Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Where CCE or CSE indicates that a pupil may be a victim of modern slavery or trafficking, the DSL will make the appropriate safeguarding referral to local authority children's social care and/or the police and will ensure that the potential victim is referred to the National Referral Mechanism (NRM) by a designated First Responder. A child does not need to consent to an NRM referral.

Child-on-child abuse (including harassment and violence)

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Child-on-child abuse is a safeguarding issue for both victim and alleged perpetrator, it is preventable and it may involve serious physical harm or threats involving weapons.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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

- › Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- › Abuse in intimate personal relationships between children (this is 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)
- › Physical assault and harm, or the threat of harm with a weapon
- › Harmful sexual behaviour (an umbrella term widely used in child protection, and which applies to behaviour occurring online, face-to-face, or both), sexual violence and sexual harassment, which may include misogyny/misandry
- › 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 semi-nudes, including those generated using AI
- › Upskirting, which is a criminal offence, 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of nude or semi-nude images, especially around chat groups; and the sharing of abusive images and pornography, to those who don’t want to receive such content.

If staff have any concerns about child-on-child abuse, or if a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school’s approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children including physical, sexual, emotional abuse, and stalking) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn’t physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Police must notify a school of a domestic abuse incident where a child is involved, has witnessed or been present, lives at (or is linked to) the address where it occurred, or where a Child Concern Notification has been issued, regardless of whether the child was there at the time. The police will inform the key adult in school (usually the designated safeguarding lead) before the child or children

arrive at school the following day. This notification should reflect the 'voice of the child' (for example, statements made the child or behaviour observed). This is the procedure set out in the statutory Operation Encompass guidance for [information sharing](#).

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Where the School receives notification from a local housing authority that a pupil has been placed in temporary accommodation, the notification will be brought to the attention of the DSL or Deputy DSL so that any safeguarding and welfare needs can be considered and appropriate support put in place. The School will liaise with the local housing authority as appropriate. Such notification does not replace existing safeguarding duties or the need to refer to local authority children's social care where a child has been harmed or is at risk of harm

The DSL and Deputy DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care. Where children are living independently from their parent/carers (e.g. if they've been excluded from their family home), we will work with the local authority children's social care team to support them.

Honour or faith-based abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Faith or belief is not in itself a safeguarding concern. However, where abuse, coercion or harmful practices are justified or framed in the name of faith, belief, honour or community expectations, these will be treated as safeguarding concerns.

The school will also be alert to the potential impact on a pupil where their family is ostracised or excluded by members of a faith or community. Where this occurs, the school will seek to minimise any adverse impact on the pupil while they are at school, including through appropriate safeguarding, pastoral and anti-bullying support.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- › A pupil confiding in a professional that FGM has taken place
- › A mother/family member disclosing that FGM has been carried out
- › A family/pupil already being known to social services in relation to other safeguarding issues
- › A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- › The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- › FGM being known to be practised in the girl's community or country of origin
- › A parent or family member expressing concern that FGM may be carried out
- › A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- › A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- › Speak to the pupil about the concerns in a secure and private place
- › Follow local safeguarding procedures and, where there is concern that the pupil is suffering or likely to suffer harm, make an appropriate referral to local authority Children's Social Care and/or the Police
- › Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fcdo.gov.uk
- › Not approach the pupil's family or community about the concern where doing so could place the pupil at increased risk or lead to travel or marriage arrangements being brought forward

Preventing radicalisation

- › **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- › **Extremism** is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

A change of religion, increased religious observance or the peaceful expression of religious or political beliefs does not, by itself, indicate radicalisation. Staff must consider any concern in the context of the pupil's circumstances, behaviour and other relevant information, including whether there are indications of susceptibility to being drawn into terrorism. Concerns must be discussed promptly with the DSL or Deputy DSL.

The government website [Educate Against Hate](#) and the [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance

- › Rejecting activities they used to enjoy
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on social media
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Harmful sexual behaviour, sexual violence and sexual harassment between children in schools

The school will respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence. This includes incidents occurring outside of the school premises, and/or online.

Sexual violence refers to specific sexual offences under the Sexual Offences Act 2003 involving:

- › Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents
- › Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents
- › Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)
- › Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity, and each time activity occurs. A child under the age of 13 can never consent to any sexual activity, the age of consent is 16, and sexual intercourse without consent is rape.

HSB can occur:

- › Between 2 children of any age and sex
- › Through a group of children sexually assaulting or sexually harassing a single child or group of children
- › Online and face to face (both physically and verbally)

HSB exists on a continuum and may escalate into sexual harassment or sexual violence. It can occur online or face-to-face (both physically and verbally) and is never acceptable. Sexual violence and sexual harassment may overlap.

Children who are victims of HSB, sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- › Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- › Regularly review decisions and actions, and update policies with lessons learnt
- › Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- › Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- › Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay and bisexual children, or children questioning their gender are at greater risk.

Staff should be aware of the importance of:

- › Challenging inappropriate behaviours
- › Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- › Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- › Recognising the intersection of misogyny/misandry and harmful sexual behaviour. It's important not to dismiss issues that may seem minor at first, such as derogatory language, as behaviours can escalate into more severe forms of child-on-child abuse

If staff have any concerns about HSB, sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Serious violence is a continuing safeguarding concern which may involve:

- › Physical assault
- › Carrying, threatening with or using weapons (often in the context of peer conflict or bullying)
- › Criminal exploitation

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- › Increased absence from school
- › Change in friendships or relationships with older individuals or groups
- › Significant decline in performance
- › Signs of self-harm or a significant change in wellbeing
- › Signs of assault or unexplained injuries
- › Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- › Having been frequently absent, suspended, spent time in alternative provision, or permanently excluded from school
- › Having been involved in offending, such as theft or robbery
- › Being male
- › Having experienced child maltreatment
- › Having used drugs or alcohol in early adolescence
- › Having previously been a victim or previously perpetrated violence

Staff will be aware of these indicators and risk factors and will be alert to when children might be at highest risk around the school day (for example, immediately after school).

If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, including a child carrying or using a weapon (or expressing intent to do so), they will report this to the DSL.

The DSL will:

- › Assess the risk to both the individual pupil and others in the school, consider wider information or concerns and take appropriate action
- › Put in place a safety and support plan for the pupil (depending on the risk)
- › Where relevant, consider action to de-escalate peer conflict

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors attending in a professional capacity, such as educational psychologists, social workers and school improvement officers, must show photo identification. The School will obtain assurance that appropriate DBS checks have been completed for the activity being undertaken, including through written confirmation from the visitor's employer. Where the employer confirms that appropriate checks have been completed, the School will not ask to see the DBS certificate.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

See Child Collection Policy

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

See Attendance Policy



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APPENDIX 5

Safeguarding Induction Sheet for new staff, supply staff and regular visitors or volunteers at school.

Everyone working in or visiting MMPS has a responsibility to safeguard pupils. Report any concern about a pupil's safety or welfare immediately to a member of the safeguarding team:

- D. Ghafori-Kanno — Headteacher and Designated Safeguarding Lead
- N. Mian — Deputy Headteacher and Deputy Designated Safeguarding Lead
- I. Chaudhry — Senior Leader and additional trained Designated Safeguarding Lead

No concern is too small to share. Do not assume that someone else has reported it or will take action.

If a pupil tells you something concerning, listen carefully, remain calm and take them seriously. Do not ask leading questions, investigate the matter or promise to keep it secret. Explain that you need to share the information with someone who can help.

Report verbally and record promptly

Staff with CPOMS access must record the concern on CPOMS as soon as possible and alert the DSL or a deputy verbally. Do not rely on a CPOMS notification alone where urgent action is needed.

Supply staff, visitors and volunteers without CPOMS access must report the concern verbally and provide a signed and dated written account promptly. Record what you saw or heard, including the pupil's exact words where possible, the date and time and any action taken. Give the account directly to the DSL or a deputy, who will arrange for it to be recorded securely. Do not delay reporting while looking for a form.

If the safeguarding team is unavailable

Their absence must not delay appropriate safeguarding action. Speak to another senior leader and/or seek advice from Children's Social Care. Anyone may make a direct referral where necessary. Inform the DSL or a deputy of any action taken as soon as practically possible.

If a child is in immediate danger, call 999.

Manchester Children's Social Care: 0161 234 5001, available 24 hours a day. For children living outside Manchester, use the relevant local authority contact details in this policy.

Concerns about adults

Report any concern about the conduct of a member of staff, supply teacher, trainee teacher, volunteer or contractor immediately to the Headteacher. This includes low-level concerns and conduct outside school that may affect a person's suitability to work with children.

If the concern relates to the Headteacher, report it directly to the Chair of Trustees through the Trust Office: **0161 860 7575**. Do not report it to the Headteacher.

Where there is a conflict of interest in reporting internally, or you are unsure whether a concern meets the allegations threshold, contact the Manchester Local Authority Designated Officer (LADO) directly:

Telephone: 0161 234 1214

Email: LADO@manchester.gov.uk

Do not investigate the concern yourself. Follow section 7.7 and Appendix 3 of this policy.

Safeguarding contacts

D. Ghafori-Kanno — Headteacher and DSL

Headteacher's Office

d.ghafori@mmmps.miet.uk

N. Mian — Deputy Headteacher and Deputy DSL

Deputy Headteacher's Office

n.mian@mmmps.miet.uk

I. Chaudhry — Senior Leader and additional trained DSL

SLT Office

i.chaudhry@mmmps.miet.uk

School telephone: 0161 445 5452

For an urgent concern, speak to the appropriate person directly. Do not rely on email being read immediately.

APPENDIX 6



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL
FAITH • LEARNING • LIFE

SAFEGUARDING & CHILD PROTECTION DOCUMENTS

New Staff

Name: _____

Post: _____

- ☐ I confirm that I have **received, read and understood** Part 1 KCSIE (2026).
- ☐ I confirm that I have **received, read and understood** the MMPS Mobile Phone Policy (2026).
- ☐ I have been given access to staff shared docs/G-Drive to read/download the MMPS Safeguarding and Child Protection Policy (2026-2027) and Whistleblowing Policy. I am aware that hard copies of both policies are in the staffroom.
- ☐ I have been given access to staff shared docs / G-Drive to read/download the following MMPS Policies: Child Collection, Attendance, Behaviour, Anti-Bullying, Child-on-Child Abuse, Low-Level Concerns, Staff Code of Conduct, Online & E-Safety, Social Media, ITC and Internet Acceptable Use
- ☐ I am aware that a hard copy of the Employee Handbook is kept in the staffroom.
- ☐ I have been made aware of my duty to safeguard and promote pupil welfare.
- ☐ The procedure for reporting concerns about a pupil has been explained to me.

Signature: _____ Date: ____ / ____ / 20__ __

Please sign and return this form to admin.



APPENDIX 7 CP File Transfer Record

PART 1: To be completed by sending / transferring school or educational setting
If CPOMS transfer is not possible.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	Manchester Muslim Preparatory School
ADDRESS OF SCHOOL SENDING CP FILE:	141 Barlow Moor Road Didsbury Manchester M20 2PQ Tel: 0161 445 5452
METHOD OF DELIVERY:	☐ <i>by hand</i> ☐ <i>by secure post</i> ☐ <i>electronically</i>
DATE FILE SENT:	
STRUCTURED SAFEGUARDING SUMMARY INCLUDED	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or educational setting

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving school / educational setting: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference

APPENDIX 8



MANCHESTER
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EYFS

Safeguarding, Child Protection and Welfare Requirements

Checklist

This checklist is based on the safeguarding and welfare requirements set out in Section 3 of the Statutory Framework for the Early Years Foundation Stage for group and school-based providers, effective from 1 September 2026.

- The EYFS Lead must ensure that all applicable requirements are met.
- All staff working in the EYFS must read, understand and implement the requirements set out below.
- All staff working in the EYFS must sign the Checklist 'Received and Read' Confirmation.

MMPS is a school-based early years provider exempt from separate registration on the Early Years Register under section 34(2) of the Childcare Act 2006. The School remains subject to the applicable requirements of the EYFS statutory framework.

Safeguarding policies and procedures	
A Designated Safeguarding Lead (DSL) is appointed to take lead responsibility for safeguarding children and to liaise with local statutory children's services agencies and the Local Safeguarding Partners. All practitioners remain alert to any issues of concern in a child's life at home or elsewhere.	
A safeguarding policy and procedures are in place and implemented. These cover: • Action to be taken where there are safeguarding concerns about a child • Action to be taken in the event of an allegation against a member of staff • How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting • Procedures for checking the suitability of new recruits • How safeguarding training is delivered and how practitioners are supported to put this training into practice.	
Whistleblowing • Appropriate whistleblowing procedures are in place for all staff, including students and volunteers. • Procedures explain when and how concerns about poor or unsafe practice should be reported and the process followed after a concern is raised. • All staff are aware of the whistleblowing procedures, feel able to raise concerns and understand that concerns will be taken seriously by senior leaders. Staff are aware of external whistleblowing routes where they feel unable to raise a concern internally or believe that a genuine concern is not being addressed, including the NSPCC Whistleblowing Advice Line and Ofsted, where appropriate	
Concerns about children's safety and welfare Where there are concerns about a child's safety or welfare, the local authority Children's Social Care team is notified immediately, in accordance with local reporting procedures and, in an emergency, the Police are contacted The school has regard to the following statutory guidance: • Working Together to Safeguard Children • Keeping Children Safe in Education (September 2026) • Prevent Duty Guidance for England and Wales	
Child absences • Child absences are followed up in a timely manner. • Where a child is absent for a prolonged period, or absent without notification, attempts are made to contact the child's parents/carers and alternative emergency contacts. • Patterns and trends in absence are considered alongside the child's personal circumstances, including the child's vulnerability, the vulnerability of their parent/carer and their home life. Any safeguarding concerns arising from absence are referred to Children's Social Care and/or a Police welfare check is requested where appropriate. • An attendance policy is in place and shared with parents/carers. It sets out expectations for reporting absences and the action the School will take where a child is absent without notification or for a prolonged period.	
Suitable people	
Systems are in place to ensure that all people looking after children, and any person who may have regular contact with children, are suitable for their roles. Required qualifications, training and suitability checks are verified before appointment.	

Staff and prospective staff are informed that they must disclose any information which may affect their suitability to work with children, including arrests, charges, convictions, cautions, court orders, reprimands and warnings, whether received before or during their employment, subject to the legal provisions relating to protected convictions and cautions	
Enhanced criminal records checks and children's barred-list checks are obtained, where required, for persons aged 16 and over, including volunteers, who work directly with children or otherwise fall within the statutory requirements for such checks. From 1 September 2026, paid and unpaid activities involving teaching, training, instructing, caring for or supervising children are regulated activity where carried out frequently, on more than 3 days in a 30-day period or overnight Occasional supervised volunteers, such as a parent/carer helping on an occasional day trip, may fall outside this requirement where the activity is not overnight and does not involve personal care. The School will determine the appropriate checks in accordance with KCSIE and the statutory requirements. Additional criminal records checks, where available and appropriate, are undertaken for individuals who have lived or worked outside the UK	
Individuals must not begin working or volunteering in roles requiring enhanced criminal records and barred-list checks until the required checks have been received. No person whose suitability has not been checked may have unsupervised contact with children	
Information about staff qualifications and completed identity checks, vetting processes and references is recorded. This includes: • criminal records check reference number • date the check was obtained • details of who at the School obtained the check	
A referral is made to the Disclosure and Barring Service (DBS) where the statutory referral criteria are met, including where a member of staff is dismissed, or would have been dismissed had they not left first, because they have harmed a child or put a child at risk of harm.	
References At least one written reference is obtained for every member of staff, including students and volunteers, before they are recruited References are obtained and checked in accordance with safer recruitment procedures. The School will: • not accept open references or references from family members • obtain references directly rather than relying on applicants to obtain them • ensure references are from an appropriate current employer, training provider or education setting and completed by a senior person with appropriate authority • obtain verification of the applicant's most recent relevant period of employment where they are not currently employed • obtain a reference from the relevant employer from the last time the applicant worked with children where they are not currently working with children; where the applicant has never worked with children, obtain a reference from their current employer, training provider or education setting	

• verify electronic references originate from a legitimate source • clarify vague or insufficient information with the referee • compare references with information provided by the applicant and resolve discrepancies • establish the reason for leaving the applicant's current or most recent post and resolve concerns before appointment When providing a reference for a current or former employee, the School provides it in a timely manner and confirms whether it is satisfied with the person's suitability to work with children. References include factual information about substantiated safeguarding concerns or allegations that met the harm threshold and do not include allegations that were unsubstantiated, unfounded, false or malicious	
Disqualification Procedures are in place to ensure that a person who is disqualified from registration or from working in early years provision is not employed in connection with the School's early years provision. Where information becomes known that may lead to an employee being disqualified, appropriate action is taken immediately to ensure the safety of children.	

Staff taking medication/other substances	
Staff must not be under the influence of alcohol or any other substance that may affect their ability to care for children.	
Where a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice. They will only work directly with children where the medical advice confirms that the medication is unlikely to impair their ability to care for children safely.	
All medication kept on the premises, including medication belonging to staff, must be stored securely and kept out of reach of children at all times	
Smoking and vaping Smoking is not permitted in or on the premises when children are present or about to be present. Staff must not vape or use e-cigarettes when children are present or about to be present	

Qualifications, training, support and skills	
The School meets its responsibilities under the Equality Act 2010, including ensuring the fair and equal treatment of practitioners	
Safeguarding Training The safeguarding policy and procedures are in line with the guidance and procedures of the relevant Local Safeguarding Partners. The DSL has undertaken safeguarding training consistent with the criteria set out in Annex C of the EYFS statutory framework.	

The DSL provides support, advice and guidance to all practitioners on an ongoing basis and on any specific safeguarding issue as required All practitioners are trained in line with the safeguarding training criteria set out in Annex C of the EYFS statutory framework and are supported to understand and implement the setting's safeguarding policy and procedures. Safeguarding training is renewed at least every two years. Consideration is given to whether annual refresher training is required during the two-year period.	
Training and skills: All staff receive induction training to help them understand their roles and responsibilities. Induction includes: • emergency evacuation procedures • safeguarding and child protection • health and safety	
Staff are supported to undertake appropriate training and professional development opportunities to ensure that they continually improve the quality of learning and development experiences provided for children.	
Supervision of staff Appropriate arrangements are in place for the supervision of staff who have contact with children and families. Supervision provides support, coaching and training, promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement. Supervision provides opportunities for staff to: • discuss issues, particularly those concerning children's development or wellbeing, including child protection concerns • identify solutions to issues as they arise • receive coaching to improve their personal effectiveness.	
Paediatric First Aid At least one person with a current Paediatric First Aid (PFA) certificate for a full course consistent with Annex A of the EYFS framework is on the premises and available at all times when children are present and accompanies children on outings. The number of children and staff and the layout of the premises are taken into account to ensure that a paediatric first aider can respond to an emergency quickly	
Staff who obtained a Level 2 and/or Level 3 qualification after 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at Level 2 or Level 3, subject to the permitted exception within the EYFS framework. Staff who have completed the experience-based route must obtain a PFA qualification before they can be included in staff: child ratios at Level 3	
PFA training is renewed every three years and is relevant to people caring for young children and babies. Current staff PFA certificates, or a list of staff who hold a current PFA certificate, are displayed or made available to parents/carers.	

English language skills Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care. This includes being able to: • keep records in English • liaise with other agencies in English • summon emergency help • understand instructions, including those relating to medicines and food hygiene.	
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Key person and staff ratios	
Each child is assigned a key person. The key person helps to ensure that the child's care is tailored to meet their individual needs, supports the child to become familiar with the setting, provides a settled relationship for the child, builds a relationship with parents/carers and helps families engage with specialist support where appropriate.	
Staff:child ratios Staffing arrangements meet the needs of all children and ensure their safety. Children are adequately supervised and staff are deployed effectively to ensure children's needs are met.	
Parents and carers are informed about staff deployment and, where relevant and practical, are involved in decisions about deployment	
Children are usually within sight and hearing of staff and are always within sight or hearing. While children are eating, they are always within both sight and hearing of a member of staff.	
To count within the staff:child ratios at Level 3, staff holding an Early Years Educator qualification, and staff approved to be included at Level 3 through the experience-based route, must also hold a suitable Level 2 qualification in English. Where staff are included in ratios at Level 3 on the basis of experience-based route status, no more than 50% of staff included at Level 3 at the premises are included on that basis at any one time.	
Staff: child ratio requirements are applied to the total number of staff available to work directly with children across the whole EYFS provision, not solely within individual rooms. Changes to the statutory ratios will only be made exceptionally and where the quality of care and the safety and security of children are maintained	
Children aged three and over – independent schools Where a person with Qualified Teacher Status (QTS), Early Years Professional Status (EYPS), Early Years Teacher Status (EYTS), an appropriately qualified instructor or another suitably qualified overseas-trained teacher is working directly with the children: • for classes where the majority of children will reach the age of five or older within the school year, there is at least one member of staff for every 30 children • for all other classes, there is at least one other member of staff for every 13 children • at least one other member of staff holds an approved Level 3 qualification or has been approved to be included in the ratios at Level 3 through the experience-based route Where no person with QTS, EYPS, EYTS, an appropriately qualified instructor or suitably qualified overseas-trained teacher is working directly with the children:	

• there is at least one member of staff for every eight children • at least one member of staff holds an approved Level 3 qualification or has been approved to be included in the ratios at Level 3 through the experience-based route • at least half of all other staff hold an approved Level 2 qualification.	
Where Reception children are taught in mixed groups with younger children, staffing ratios are determined with reference to all relevant statutory ratio requirements and the individual needs of the children within the group Persons aged under 17 are not included in staff: child ratios, except apprentices who may be included from the age of 16. No person aged under 17 is permitted to care for children unsupervised Students and long-term volunteers aged 17 or over and apprentices aged 16 or over may be included in ratios at the level below their level of study only where the School is satisfied that they are suitable, competent and responsible and they hold a valid and current Paediatric First Aid qualification	
Before school breakfast club No after-school or holiday childcare provision is provided. Nursery and Reception pupils may attend the Breakfast Club. Where Reception-age pupils attend, staffing arrangements take account of the EYFS provision for before-school care, with sufficient staff as for a class of 30 children. The School will determine the number of staff required to ensure the safety and welfare of pupils, taking account of the activities provided and the age and individual needs of the children. Where Nursery pupils who are younger than Reception age attend the Breakfast Club, the applicable EYFS staff:child ratio requirements for children aged three and over in independent schools are maintained. Where Nursery and Reception pupils attend together, staffing arrangements will ensure that the relevant EYFS requirements for the children present are met and that all children are appropriately supervised and safeguarded.	

Health	
Children's good health, including oral health, is promoted	
A procedure is in place, and discussed with parents/carers, for taking appropriate action where children are ill or infectious. The procedure includes the necessary steps to prevent the spread of infection	

Medicines	
A policy and procedures for administering medicines to children are in place and implemented. These include systems for obtaining information about each child's needs for medicines and keeping that information up to date	

Where administering medicines requires medical or technical knowledge, training is provided for staff	
Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)	
Medicines (both prescription and non-prescription) are only administered where written permission is obtained from a child's parent or carer to administer that particular medicine	
A written record is kept of each time medicine is administered	
Where medicine is administered to a child, their parents/carers are informed on the same day or as soon as reasonably practicable.	

Food and drink	
Where children are provided with meals, snacks and drinks, these are healthy, balanced and nutritious. The School has regard to the Early Years Foundation Stage nutrition guidance	
Fresh drinking water is available and accessible at all times	
Safer eating While children are eating, a member of staff with a valid Paediatric First Aid certificate for a full course consistent with Annex A of the EYFS framework is always in the room Before a child is admitted, information is obtained about any special dietary requirements, preferences, food allergies and intolerances and any special health requirements. This information is shared with all staff involved in preparing and handling food. At each mealtime and snack time, it is clear which member of staff is responsible for checking that the food and drink provided meets each child's individual requirements.	
Ongoing discussions take place with parents/carers and, where appropriate, health professionals to develop Allergy Action Plans for children with known allergies and intolerances. These are kept up to date and shared with all staff All staff understand the symptoms and treatment of allergies and anaphylaxis, the difference between allergies and intolerances and that children can develop allergies at any time.	
Where applicable, ongoing discussions take place with parents/carers about the child's stage of introducing solid foods and the textures with which the child is familiar. Food is prepared in a way that meets the child's individual developmental needs, working with parents/carers to	

support progression at a pace appropriate for the child. Assumptions are not made based on age. Food is prepared and served in a way that minimises the risk of choking, having regard to the DfE food safety guidance for young children.	
Children are seated safely in appropriately sized chairs while eating. Where possible, a designated eating space is used and distractions are minimised Children are always within both sight and hearing of a member of staff while eating Where possible, staff sit facing children while they eat so that they can monitor safe eating, prevent inappropriate food sharing and identify any unexpected allergic reaction or choking incident Where a choking incident requires staff intervention, details of where and how the child choked are recorded and parents/carers are informed. Records are periodically reviewed to identify trends or common features and appropriate action is taken to reduce further risk	
Food and drink facilities An area adequately equipped to provide healthy meals, snacks and drinks for children is available as necessary Suitable facilities for the hygienic preparation of food for children are provided where necessary	
Staff responsible for preparing and handling food are competent to do so and have received training in food hygiene	

Supporting and understanding children's behaviour	
The School supports, understands and manages children's behaviour in an appropriate way. Corporal punishment, or the threat of corporal punishment, is never used. No punishment is used or threatened which could negatively affect a child's wellbeing.	
Reasonable physical intervention may only be used to avert immediate danger of personal injury or, where absolutely necessary, to manage a child's behaviour. A written record is kept of every occasion on which physical intervention is used. Parents/carers are informed of any physical intervention on the same day or as soon as reasonably practicable	

Special educational needs and disabilities (SEND)	
Appropriate arrangements are in place to support children with Special Educational Needs and Disabilities (SEND).	
Where the statutory duty applies, the School has regard to the SEND Code of Practice: 0 to 25 years. The School also uses the Code to inform its arrangements for supporting children with SEND	
The School has identified a Special Educational Needs Co-ordinator (SENCO) to support the effective identification and provision for children with SEND	

Safety and suitability of premises, environment and equipment	
Accident or injury A first-aid box containing items appropriate for use with children is accessible at all times.	
Written records of accidents, injuries and first-aid treatments are kept	
Parents/carers are informed of any accident or injury sustained by their child and any first-aid treatment given on the same day or as soon as reasonably practicable	
Local child protection agencies are notified of any serious accident or injury to, or the death of, a child while in the School's care, and the School acts on any advice received from those agencies.	
Safety of premises The premises, including indoor and outdoor spaces, are fit for purpose and suitable for the ages of the children cared for and the activities provided. Health and safety legislation is complied with, including fire safety and hygiene requirements	
An appropriate emergency evacuation procedure is in place to ensure the safety of children, staff and others in the event of fire or another emergency	
Appropriate fire detection and control equipment is in place and in working order, for example fire alarms, smoke detectors, fire blankets and/or fire extinguishers. Fire exits are clearly identifiable, and fire doors are free from obstruction and can be opened easily from the inside	
Banned dog breeds Banned dog breeds, including the XL Bully type and any other dog to which section 1 of the Dangerous Dogs Act 1991 applies, must not be kept or present on the premises at any time.	

Indoor space requirements The premises and equipment are organised in a way that meets the needs of children. For children aged three to five years, at least 2.3m² of indoor space per child is provided. Space calculations are based on usable areas available to children and do not include storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens or toilets. The number of children on roll is not increased solely because additional outdoor space is available where the statutory indoor space standards apply. Outdoor access All children are provided with daily access to an outdoor play area. Where this is not possible, outdoor activities are planned and provided for all children every day unless circumstances make this inappropriate, for example unsafe weather conditions. Legal responsibilities under the Equality Act 2010, including the duty to make reasonable adjustments where applicable, are taken into account when providing outdoor access and activities	
Sleeping arrangements Where a child sleeps or rests during the day, they are placed down safely and appropriate supervision is maintained	
Toilets and intimate hygiene An adequate number of toilets and hand basins is available Separate toilet facilities for children and adults are provided. Where required, suitable hygienic changing facilities are available for children who are in nappies or otherwise require intimate-care support Children's privacy is considered and balanced appropriately with their safeguarding and support needs during intimate care, changing and toileting. An adequate supply of clean towels, spare clothes and other necessary items is available, including clean bedding where required	
Organising premises for confidentiality and safeguarding An area is available where staff can talk to parents/carers confidentially An area is available where staff can take breaks away from areas being used by children	
Children are only released into the care of individuals whom the parent/carer has explicitly notified the School may collect the child. Children do not leave the premises unsupervised	
All reasonable steps are taken to prevent unauthorised persons entering the premises, and an agreed procedure is in place for checking the identity of visitors.	
Insurance Appropriate insurance, including public liability insurance, is in place to cover all premises from which childcare is provided.	

Safety on outings Children are kept safe while on outings. Potential risks and hazards are assessed and appropriate steps are identified to remove, minimise and manage them. The assessment includes consideration of staff:child ratios. Paediatric First Aid requirements are taken into account when planning and undertaking outings Vehicles used to transport children, and the drivers of those vehicles, are adequately insured.	
Risk assessment All reasonable steps are taken to ensure that staff and children are not exposed to risks, and the School is able to demonstrate how risks are identified and managed. The School determines where it is helpful to complete written risk assessments in relation to specific issues, both to inform staff practice and to demonstrate, if asked by parents/carers or inspectors, how risks are being managed. Risk assessments identify: • aspects of the environment that require regular checking • when those checks will take place • who will carry out the checks • how identified risks will be removed or minimised	
Children's screen use The School has regard to Department for Education guidance on children's screen use in early years settings. Screen use within the EYFS is limited, purposeful and carefully planned to support learning and development and does not unnecessarily replace play, physical activity, outdoor learning, communication or high-quality interaction with adults and other children.	

Information and record keeping	
Records are maintained and are easily accessible and available. Records may be stored securely off the premises where appropriate	
A regular two-way flow of relevant and accurate information is maintained between the School and parents/carers and, where a child attends more than one setting, between providers.	
Relevant and accurate information is obtained and shared, as appropriate, with parents/carers, other professionals working with the child, the Police, local authority Children's Social Care and Ofsted.	
Parents'/carers' comments are incorporated into their child's records where requested.	
Confidential information and records relating to staff and children are held securely and are only accessible to those who have a right or professional need to see them.	
The School is aware of and complies with its responsibilities under applicable data protection legislation, including the Data Protection Act 2018 and UK GDPR and, where relevant, the Freedom of Information Act 2000	

All staff understand the need to protect children's privacy and the legal requirements for ensuring that information relating to children is handled securely and confidentially.	
Parents/carers are given access to all records about their child, provided that no relevant exemption under data protection legislation applies	
Records relating to individual children are retained for a reasonable period after they have left the provision, in accordance with the School's records retention arrangements	
Information about the child The following information is recorded for each child: • Full name • Date of birth • Name and address of each known parent/carer • Information about any other person who has parental responsibility for the child • Which parent(s) and/or carer(s) the child normally lives with • Emergency contact details for parents/carers. Where possible, more than two emergency contact numbers are held for each child.	
Information for parents and carers The following information is made available to parents and carers: • How the EYFS is being delivered, and how parents/carers can access more information • The range and type of activities and experiences provided • The daily routines of the setting • How parents/carers can share and support learning at home • How children with Special Educational Needs and Disabilities (SEND) are supported • What food and drinks are provided • Details of the School's relevant policies and procedures, with copies available on request, including procedures where a parent/carer fails to collect a child at the appointed time or where a child goes missing at, or away from, the setting • How staffing within the EYFS provision is organised • Name of the child's key person and their role • A telephone number is provided for parents/carers to contact the School in an emergency	
Complaints A written procedure is in place for dealing with concerns and complaints from parents/carers. A written record is kept of complaints received and their outcomes. Written complaints relating to how the School is fulfilling the EYFS requirements are investigated. The person who made the complaint is notified of the outcome of the investigation within 28 days of the complaint being received. The record of complaints is made available to Ofsted on request	
Parents/carers are provided with details of how to contact Ofsted if they believe that the School is not meeting the EYFS requirements.	

Inspections Parents/carers are notified when the School becomes aware that its EYFS provision is to be inspected by the relevant inspectorate. MMPS is inspected by the Independent Schools Inspectorate (ISI). Following an inspection, the School provides or makes available the relevant inspection report to parents/carers in accordance with the applicable inspection and independent-school requirements	
Information about the provider: The following information is held: • Name, home address and telephone number of the provider and of any other person living or employed on the premises are held, where applicable • Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with children attending the EYFS provision are held • A daily record is maintained of: • the names of children being cared for on the premises • their hours of attendance • the name of each child's key person	
Other legal duties The School recognises that the EYFS requirements operate alongside, and do not replace, its other legal obligations Relevant legal duties include: • employment law • equality and anti-discrimination legislation • health and safety legislation • applicable data collection requirements • the School's duty of care.	

Appendix 9

Safeguarding Procedures and Risk Assessment for Contractors and Construction Workers

Purpose

Manchester Muslim Preparatory School recognises that construction, maintenance, repair and building works carried out onsite may present safeguarding, security, health and safety and operational risks to pupils.

This appendix sets out the safeguarding expectations, control measures and procedures that apply to all contractors, subcontractors, construction workers, maintenance personnel and associated visitors working on or visiting the school site.

Safeguarding remains paramount at all times, regardless of whether works are carried out within the main school building, external areas or separate outbuildings situated on school premises.

Scope

This appendix applies to:

- Building contractors
- Maintenance contractors
- Agency construction staff
- Subcontractors
- Surveyors and consultants
- Delivery personnel associated with works
- Site maintenance personnel
- External workers undertaking repair, servicing or installation works onsite

Notification and Approval of Contractors

Where contractors, maintenance personnel or external workers are arranged by the Trust, CEO, caretaker, site manager or any other party, the Headteacher and/or Designated Safeguarding Lead (DSL) must be informed in advance before works commence during school operational hours.

This applies to all works undertaken:

- Within the main school building
- On school grounds
- In external buildings
- In outbuildings situated on the school premises, even where pupils and school staff do not routinely access those areas

This is necessary to ensure:

- Appropriate safeguarding risk assessments are completed
- Contractors are briefed on safeguarding expectations and emergency procedures
- Suitable supervision and site controls are implemented
- Pupil safety and site security are maintained at all times

No contractor may begin works onsite during the school day without the knowledge of the Headteacher, DSL or delegated senior leader.

Where emergency works are required, the school leadership team must be informed as soon as reasonably practicable.

The school reserves the right to delay, suspend or stop works where safeguarding arrangements are considered inadequate.

Safeguarding Principles

The welfare and safety of pupils remain paramount at all times.

All contractors and construction workers must:

- Follow the school's safeguarding procedures
- Sign in and out using the school visitor system
- Wear visible identification at all times
- Remain within agreed working areas only
- Follow instructions issued by school leaders and site staff
- Report any safeguarding concerns immediately to the DSL or school office

The school will ensure:

- Appropriate segregation between pupils and works areas
- Suitable safeguarding checks are completed where required
- Risk assessments are reviewed before works commence
- Contractors understand safeguarding expectations before starting work
- Safe movement around site is maintained throughout the duration of works

DBS and Supervision Requirements

The school will determine the level of DBS check required based on:

- The nature of the work
- Frequency of attendance
- Whether work takes place during school hours
- Whether there is opportunity for contact with children

Where contractors are not appropriately DBS checked:

- They must not work unsupervised in areas where pupils are present
- They must be supervised or physically separated from pupils at all times

The school reserves the right to request evidence of DBS clearance before work commences.

Site Safety and Pupil Protection Measures

Control measures may include:

- Secure fencing around works areas
- Locked access points
- Restricted contractor movement
- Separate contractor welfare facilities where possible
- Supervised vehicle access
- Restricted deliveries during pupil arrival and collection times
- Alternative pupil routes around site
- Increased staff supervision
- Noise, dust and debris controls
- Daily site inspections where appropriate

Contractors must not:

- Use pupil toilets
- Photograph or record pupils
- Initiate unnecessary conversation with pupils
- Use inappropriate or offensive language
- Smoke or vape onsite
- Leave tools, ladders, equipment or hazardous materials unsecured
- Access areas outside agreed working zones

Contractor Induction

Before commencing work, contractors will be informed of:

- Safeguarding procedures
- Emergency procedures
- Fire evacuation arrangements
- Site restrictions
- Visitor expectations
- Reporting procedures
- Expected conduct onsite

Contractors will be made aware that all safeguarding concerns must be reported immediately to the Designated Safeguarding Lead.

Reporting Concerns

Any safeguarding concern involving:

- A contractor
- A construction worker
- Unsafe conduct
- Inappropriate interaction with pupils
- Breaches of safeguarding procedures
- Unauthorised movement around site

must be reported immediately to the DSL or Headteacher.

The school will follow procedures outlined within this Safeguarding and Child Protection Policy and, where necessary, contact the LADO, police or children's social care.

Construction Site Risk Assessment

Hazard:

Unauthorised contact between contractors and pupils

Control Measures:

- Separate working areas
- Visitor badges
- Signing-in procedures
- Staff supervision
- Restricted site movement

Hazard:

Unsafe tools, materials or equipment accessible to pupils

Control Measures:

- Secure storage
- Locked compounds
- End-of-day checks
- Restricted pupil access

Hazard:

Vehicle movement onsite

Control Measures:

- Deliveries outside peak times where possible
- Supervised vehicle access
- Barriers and signage
- Controlled pedestrian routes

Hazard:

Inappropriate adult behaviour

Control Measures:

- Contractor code of conduct
- Safeguarding briefing
- DBS checks where appropriate
- Immediate reporting procedures

Hazard:

Pupil access to construction areas

Control Measures:

- Secure fencing

- Locked gates
- Staff monitoring
- Clear signage

Hazard:

Unplanned contractor presence onsite

Control Measures:

- Mandatory notification to Headteacher/DSL
- Contractor induction procedures
- Central logging of works and visitors
- Site communication protocols

Monitoring and Review

The Headteacher, DSL and site lead will monitor compliance throughout the duration of works.

Risk assessments will be reviewed:

- Before works commence
- If the nature of works changes
- Following any incident or concern
- At regular intervals during extended projects

Failure to comply with safeguarding expectations may result in contractors being removed from site immediately.

APPENDIX 10

Construction Contractors Safeguarding Risk Assessment

Activity / Area	Hazard Identified	Who May Be Harmed	Existing Control Measures	Further Action Required	Person Responsible	Risk Rating (L/M/H)	Review Date
Contractor access to school site	Unauthorised contact between contractors and pupils	Pupils, staff	All contractors sign in via visitor system, wear ID badges and remain within agreed work areas only	Ensure all contractors are briefed by SLT/DSL before work begins	Headteacher Admin	Medium	
Construction or maintenance works during school hours	Contractors onsite without Headteacher/DSL knowledge	Pupils, staff, visitors	Advance notification required for all works arranged by Trust, CEO, caretaker or external agencies	Introduce central contractor log and communication procedure	Trust, CEO, caretaker	High	
Works in outbuildings on school premises	Safeguarding oversight missed due to assumption pupils do not access area	Pupils, staff	All onsite works treated as safeguarding relevant regardless of building location	Include outbuildings, PR Unit, in site induction and risk assessments	Caretaker DSL	Medium	
Movement of vehicles onsite	Collision with pupils or pedestrians	Pupils, staff, visitors	Deliveries restricted where possible during arrival and collection times, supervised vehicle access	Additional barriers/signage if major works underway	Contractor / Site Lead	High	
Tools and equipment left unattended	Injury to pupils	Pupils	Contractors instructed to secure all tools and hazardous materials	Daily end-of-day site inspection	Contractor	High	
Access to construction areas	Pupils entering unsafe work zones	Pupils	Secure fencing, locked gates and warning signage	Increase staff supervision during break/lunch if required	Caretaker, DSL	High	
Contractor conduct	Inappropriate language or behaviour around pupils	Pupils	Contractor safeguarding briefing and code of conduct issued	Immediate removal from site if concerns arise	Headteacher / DSL	Medium	
Unchecked contractors onsite	Unsuitable adults gaining access to pupils	Pupils	DBS checks requested where appropriate, supervised working arrangements in place	Maintain record of checks completed	School Office / DSL	High	

Activity / Area	Hazard Identified	Who May Be Harmed	Existing Control Measures	Further Action Required	Person Responsible	Risk Rating (L/M/H)	Review Date
Emergency evacuation during works	Blocked exits or unsafe evacuation routes	Pupils, staff, visitors	Contractors informed of fire procedures and evacuation expectations	Review evacuation routes before works commence	Caretaker	Medium	
Noise, dust or debris from works	Distress, respiratory irritation or unsafe environment	Pupils, staff	Segregation of work area, dust/noise control measures	Monitor impact during school day	Contractor / Caretaker	Medium	
Unauthorised photography or recording	Breach of safeguarding and privacy	Pupils	Contractors prohibited from using cameras or phones to photograph pupils	Reinforce during induction briefing	DSL / caretaker	Medium	
Contractors accessing restricted areas	Safeguarding or security breach	Pupils, confidential information	Restricted access arrangements and supervision	Clear signage and escorted access where required	Caretaker	Medium	
Contractor use of toilets located within pupil areas	Unsupervised contractor access within pupil corridors and welfare areas	Pupils	Contractors instructed to use designated adult/visitor toilets only and are accompanied by a member of staff. Contractors must not use pupil toilets. Access routes explained during induction.	Ensure temporary contractor welfare facilities are identified during larger projects. Reinforce expectations during contractor briefing.	Caretaker / Admin staff	High	