MANCHESTER CITY COUNCIL

Manchester City Council

Model Child Protection and Safeguarding Policy

Academic Year 2026 – 2027

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MANCHESTER CITY COUNCIL

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1. Key Contacts

1.1 School Safeguarding Contacts

Role	Name	Contact
Safeguarding and Prevent Governor	Sue Hilton	s.hilton@chorlton.manchester.sch.uk
Headteacher	Phil Trohear	head@chorlton.manchester.sch.uk
Designated Safeguarding Lead (DSL)	Phil Trohear	head@chorlton.manchester.sch.uk
Deputy Designated Safeguarding Lead/s	Vicki Foreman – Deputy Headteacher Tom Butler – Assistant Headteacher Claire Gunn – SENDCO Laura Bethel – Key Therapist Jo Derbyshire – Busniess Manager Louisa Carcamo – Treehouse Manager	v.foreman@chorlton.manchester.sch.uk t.butler@chorlton.manchester.sch.uk senco@chorlton.manchester.sch.uk l.bethel@chorlton.manchester.sch.uk j.derbyshire@chorlton.manchester.sch.uk l.carcamo@chorlton.manchester.sch.uk
Other contacts	Laura Bethel - Mental Health lead Vicki Foreman – Attendance lead Laura Bethel -	l.bethel@chorlton.manchester.sch.uk v.foreman@chorlton.manchester.sch.uk l.bethel@chorlton.manchester.sch.uk

	Wellbeing	

1.2 Manchester Safeguarding Contacts

Service	Contact
Social Care Advice and Guidance Service (AGS)	0161 234 5001
Early Help North	earlyhelpnorth@manchester.gov.uk 0161 234 1973
Early Help Central	earlyhelpcentral@manchester.gov.uk 0161 234 1975
Early Help South	earlyhelpsouth@manchester.gov.uk 0161 234 1977
Complex Safeguarding Hub	0161 226 4196
Manchester LADO	LADO@manchester.gov.uk 0161 234 1214
Safeguarding in Education Team	Safeguardingedu@manchester.gov.uk
Manchester Virtual School	Virtualschool.education@manchester.gov.uk 0161 234 4160
School Attendance Team	Schoolattendance@manchester.gov.uk 0161 219 6986

2. Introduction and School Commitment

2.1 Policy Aims

- safeguard and promote the welfare of all children;
- ensure concerns about children are identified, reported and responded to promptly;
- create a culture in which safeguarding is everyone's responsibility;
- ensure children know how to seek help and are listened to when they do;
- protect children from harm both online and offline;
- support effective partnership working to improve outcomes for children; and

- ensure safeguarding practice is child-centred, inclusive and responsive to the needs of all children.

2.2 Our Commitment

At Chorlton C.E Primary School, we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's responsibility and that all children have the right to grow up in a safe, secure and nurturing environment. We are committed to creating a culture where children are listened to, taken seriously and supported to achieve their full potential.

We believe that effective safeguarding is fundamental to educational success and school improvement, and that all decisions should be made in the best interests of the child. We recognise that safeguarding extends beyond child protection and includes providing early help, preventing harm, promoting wellbeing, and protecting children from abuse, neglect, exploitation and other safeguarding risks both online and offline.

3. Legislative Framework

This policy has been developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2026 Statutory guidance that sets out the legal duties and responsibilities of schools and colleges to safeguard and promote the welfare of children.
- Working Together to Safeguard Children 2026 Statutory guidance that sets out how schools, local authorities, health services, police and other agencies must work together to help, protect and promote the welfare of children.
- Children Act 1989 and 2004 The key legislation underpinning child welfare and protection in England, establishing the duties of agencies to safeguard children and promote their welfare.
- Education Act 2002 Places a duty on schools and governing bodies to make arrangements to safeguard and promote the welfare of pupils.
- Equality Act 2010 Protects individuals from discrimination and requires schools to promote equality, foster good relations and eliminate unlawful discrimination.

- Human Rights Act 1998 Incorporates the rights and freedoms set out in the European Convention on Human Rights into UK law and requires public bodies, including schools, to act compatibly with those rights.
- Prevent Duty Guidance 2023 Requires schools to have due regard to the need to prevent children and young people from being drawn into terrorism and to provide appropriate safeguarding responses to concerns about radicalisation.
- Statutory Guidance on Female Genital Mutilation (FGM) Provides schools and professionals with guidance on identifying, responding to and reporting concerns relating to female genital mutilation to safeguard girls at risk.
- EYFS Statutory Framework Sets the standards for learning, development and care for children from birth to five including outlining safeguarding and welfare requirements.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 Sets out the childcare disqualification arrangements that apply to relevant staff working in early years and childcare settings.
- Manchester Safeguarding Partnership Multi-Agency Policy and Procedures Provides the local safeguarding framework, procedures and expectations for agencies working with children and families in Manchester.

4. Safeguarding Principles

4.1 Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding also includes protecting children from abuse, neglect, exploitation and other forms of harm, whether these occur within the home, the community or online. Safeguarding is everyone’s responsibility and requires all staff to maintain a child-centred approach at all times.

4.2 Definition of Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It includes the processes and actions taken by schools and partner agencies to identify concerns, assess risk and take appropriate action to keep children safe from abuse and neglect.

4.3 Safeguarding Values

In line with Manchester Safeguarding Partnership arrangements, we believe that:

- safeguarding is everyone's responsibility;
- children's welfare is paramount;
- the best interests of the child must be at the centre of all decisions;
- all children should be listened to and supported to express their views;
- children have the right to be safe from abuse, neglect, exploitation and discrimination;
- effective safeguarding depends upon strong relationships, collaboration and information sharing;
- the importance of information sharing internally and with other schools, colleges, safeguarding partners, other agencies, organisations and practitioners is critical to strong safeguarding practice;
- early identification and intervention can prevent concerns from escalating; and
- learning, reflection and continuous improvement are essential to effective safeguarding practice.

4.4 Our Safeguarding Approach

We are committed to working collaboratively with Manchester City Council, Manchester Safeguarding Partnership and other safeguarding partners to identify, understand and respond to local safeguarding needs, emerging risks and contextual safeguarding concerns, ensuring that our practice reflects local priorities and contributes to improving outcomes for children and young people across Manchester.

Chorlton C.E Primary's vision is to:

* To nurture and inspire so that all are empowered to realise their full potential and contribute positively to the world around them.

Chorlton C.E Primary's vision is to:

* To engage and inspire so that each individual reaches their full potential
* To inspire and empower through nurture so that everyone has the confidence to

succeed
* To provide a nurturing and stable environment so that all can realise their potential and thrive
* To empower individuals to fulfil their potential so that they have a positive impact on the wider society

* To empower and nurture children so that they can advocate for themselves and others

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of community, respect, courage, nurture, curiosity, growth which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE Primary they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

4.5 Children's Rights

Chorlton CE Primary School is Rights Aware (Gold) under the The United Nations Convention on the Rights of the Child with UNICEF. We strive to keep our pupils safe at all times which is reflected in Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Chorlton C.E Primary School supports Manchester City Council being recognised as a Child Friendly City. Chorlton C.E Primary School is a UNICEF Rights Respecting School, accredited to Gold level.

Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

5. Equality, Diversity and Inclusion

At Chorlton C.E Primary School, we are committed to providing a safe, inclusive and supportive environment where every child is valued, respected and able to achieve their full potential. We recognise that children may experience safeguarding risks differently depending on their individual circumstances, identities and lived experiences, and that some children may face additional barriers to recognising, reporting or disclosing abuse and neglect (In line with the Public Sector Equality Duty).

We are committed to anti-discriminatory practice and ensuring that all children receive the help, support and protection they need, regardless of age, disability, ethnicity, race, religion or belief, sex, sexual orientation, gender identity, socio-economic circumstances or family background.

5.1 Children Who May Require Additional Safeguarding Consideration

We recognise that some children have an increased risk of abuse, neglect, exploitation or harm and may face additional barriers to obtaining help or disclosing concerns. Additional consideration will be given to children who:

- are disabled or have medical conditions that may affect communication, independence or vulnerability;
- have special educational needs, whether or not they have an Education, Health and Care Plan (EHCP);
- are experiencing mental health difficulties or emotional wellbeing concerns;
- are young carers;
- are showing signs of being drawn into anti-social behaviour, criminal exploitation or county lines activity;
- are missing, or have previously been missing, from education, home or care;
- have experienced multiple suspensions, are at risk of permanent exclusion, attend alternative provision or are placed within a pupil referral unit;
- are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery;
- are vulnerable to radicalisation or extremism;
- have a parent or carer in custody or are affected by parental offending;
- are living in circumstances involving domestic abuse, parental substance misuse, adult mental ill health or other factors that may impact on their safety and wellbeing;
- are misusing drugs, alcohol or other substances;

- are at risk of honour-based abuse, including female genital mutilation (FGM) or forced marriage;
- are privately fostered;
- are children in need, subject to a child protection plan, looked after, previously looked after or living in kinship care arrangements;
- identify as lesbian, gay or bisexual and may face additional vulnerabilities, discrimination or barriers to support;
- are questioning their gender, exploring their gender identity, or experiencing distress related to gender;
- are refugees, asylum seekers or have recently arrived in the United Kingdom; or
- experience poverty, housing insecurity, homelessness or other circumstances which may place them at increased risk of harm.

This list is not exhaustive, and safeguarding decisions will always be based on an assessment of each child's individual needs, circumstances and lived experience.

6. Roles and Responsibilities

6.1 Governing Board

The Governing Board has strategic responsibility for safeguarding and promoting the welfare of children. It will ensure that the school complies with its duties under safeguarding legislation and guidance. The Governing Board will ensure that appropriate safeguarding policies, procedures and training are in place and effective, appoint a safeguarding governor to provide oversight and challenge, and ensure that safeguarding is embedded within the school's culture and ethos.

The Governing Body will:

- appoint an appropriately trained governor with responsibility for safeguarding to provide oversight of safeguarding arrangements and act as a link between the Governing Body and the Designated Safeguarding Lead (DSL);
- ensure that suitable arrangements are in place to obtain assurance about the effectiveness of safeguarding practice, including regular safeguarding reports, audits, policy reviews, and monitoring activities;
- ensure that children are provided with safe, accessible and well-promoted systems through which they can raise concerns, report worries and seek support from trusted adults;

- ensure that safeguarding and child protection policies, procedures and related arrangements are reviewed at least annually and updated promptly in response to changes in legislation, guidance or local safeguarding priorities;

- ensure that the school has appropriate procedures for managing safeguarding concerns, allegations against adults, low-level concerns, whistleblowing and child-on-child abuse;

- ensure that the school operates effective safer recruitment, selection and induction processes and maintains a compliant Single Central Record;

- ensure that all staff and volunteers receive safeguarding training, information and updates appropriate to their role, including online safety and child protection training;

- ensure that there is an appropriately trained Designated Safeguarding Lead, supported by sufficient time, funding, resources, supervision and leadership capacity to carry out the role effectively;

- ensure that children who may be particularly vulnerable, including those with SEND, children with a social worker, children in care, previously looked after children and other groups at increased risk, receive appropriate support and protection;

- ensure that safeguarding arrangements reflect the school's duties under the Equality Act 2010 and promote an inclusive, anti-discriminatory approach to safeguarding practice;

- ensure that appropriate filtering and monitoring systems are in place, regularly reviewed, and effective in helping to protect children from online harms whilst supporting teaching and learning;

- ensure that safeguarding concerns are responded to in a timely manner and that the school works effectively with parents, carers and partner agencies to safeguard and promote children's welfare; and

- ensure appropriate challenge is provided to school leaders where necessary and that safeguarding remains a standing priority within the school's governance arrangements.

6.2 Headteacher

The Headteacher has overall responsibility for promoting a strong safeguarding culture in which the welfare of children is paramount.

The Headteacher will:

- ensure that safeguarding policies and procedures adopted by the Governing Board are fully implemented, understood and followed by all staff, including supply staff, volunteers and contractors;

- ensure that a suitably qualified and appropriately trained Designated Safeguarding Lead (DSL) is appointed and provided with sufficient time, funding, supervision, resources and support to carry out their responsibilities effectively;

- work closely with the Designated Safeguarding Lead (DSL) to ensure that safeguarding arrangements are effective, regularly reviewed and responsive to local and national developments;

- ensure that the school fulfils its responsibilities within local multi-agency safeguarding arrangements and works effectively with Children's Social Care, Health, Police and other relevant agencies to safeguard and promote the welfare of children;

- manage allegations and concerns about adults working with children, including low-level concerns, in accordance with statutory guidance and local procedures. They will work with the Local Authority Designated Officer (LADO) where appropriate and ensure that referrals are made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and Police when required; and

- ensure that robust systems are in place for safer recruitment, staff conduct, visitor management, site security and safeguarding record keeping. They will also ensure that parents, carers and pupils understand the school's safeguarding responsibilities and know how to access support and report concerns.

6.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the senior leadership team and has lead responsibility for safeguarding and child protection within the school. The DSL takes overall responsibility for safeguarding systems and processes, ensuring that children receive the right help at the right time and that concerns about a child's welfare are identified, managed and responded to

appropriately. The DSL acts as the school's safeguarding expert, providing advice, support and guidance to staff, working closely with children, families and partner agencies to promote the safety and wellbeing of all pupils.

Deputy DSLs will be trained to the same standard and will support the DSL in carrying out these responsibilities.

The Designated Safeguarding Lead will:

- act as the first point of contact for all safeguarding and child protection concerns within the school;
- provide advice, support and guidance to staff on safeguarding and child protection matters;
- manage referrals and work collaboratively with Children's Social Care, Early Help, the Police, Health services and other relevant agencies;
- refer cases of suspected abuse, neglect, exploitation and radicalisation to the appropriate agencies and support staff who make referrals;
- maintain secure, accurate and confidential safeguarding records and ensure appropriate information is shared and transferred in line with statutory guidance and local procedures;
- monitor the welfare of children who are subject to a Child Protection Plan, Child in Need Plan, Early Help, have a social worker, are looked after or who may otherwise be vulnerable;
- attend, or ensure appropriate representation at, strategy discussions, Child Protection Conferences, Child in Need meetings, Team Around the Family meetings and other multi-agency safeguarding meetings;
- ensure safeguarding concerns are escalated and challenged appropriately where professionals disagree about the most appropriate course of action;
- promote a culture of safeguarding, listening to children and taking account of their wishes and feelings when determining actions and support;
- ensure that all staff receive appropriate safeguarding induction, training and regular safeguarding updates;
- ensure that safeguarding policies and procedures are reviewed annually and implemented consistently across the school;

- work with the Governing Board and Headteacher to ensure the school meets its safeguarding responsibilities and contributes to local safeguarding arrangements;
- promote educational outcomes by sharing relevant information about vulnerable children with appropriate staff members on a need-to-know basis;
- understand the safeguarding needs of children with special educational needs and disabilities, children who have a social worker, and other groups of vulnerable children;
- undertake regular safeguarding training and maintain the knowledge and skills required to carry out the role effectively, including understanding local safeguarding arrangements, emerging risks and national developments in safeguarding practice.

6.4 All Staff

Safeguarding is everyone's responsibility. All staff have a duty to safeguard and promote the welfare of children and must act in the best interests of the child at all times. All staff, including supply staff, volunteers, contractors and governors, play a vital role in protecting children from harm, identifying concerns at the earliest opportunity and ensuring that children receive the right help at the right time. Staff should maintain an attitude of "it could happen here", recognise that safeguarding concerns can arise both online and offline, and be prepared to take appropriate action where they have concerns about a child's welfare.

All staff will:

- read and understand **Part One of Keeping Children Safe in Education 2026**, together with any additional annexes or sections identified by the Headteacher as relevant to their role;
- understand and comply with this policy, the Staff Code of Conduct and Staff handbook 2026 to 2027;
- provide a safe, inclusive and supportive environment in which children can learn and thrive;
- understand the role of the Designated Safeguarding Lead (DSL) and know how to report concerns in the absence of the DSL;
- be alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, including those that may arise online;

- recognise that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited, and that barriers to disclosure may exist;
- listen to children, take their concerns seriously and respond appropriately to disclosures in accordance with school procedures;
- maintain professional curiosity and build trusted relationships that enable children to seek help and share worries;
- never promise confidentiality to a child and always explain that information may need to be shared to keep them safe;
- record concerns accurately and promptly and pass them to the DSL without delay. This will be done through CPOMS;
- understand the school's Early Help processes and contribute to assessments, plans and interventions where appropriate;
- contribute to multi-agency working and attend safeguarding meetings where required as part of their role;
- understand that children may be vulnerable to harm both within and outside their home environment, including through peer-on-peer abuse, exploitation, online abuse and extra-familial harm;
- understand the importance of attendance, behaviour, wellbeing and educational outcomes as potential indicators of safeguarding concerns;
- be aware that some children may be at greater risk of harm, including children with SEND, children with a social worker, looked after and previously looked after children, young carers, children with mental health needs, children missing education, children who are LGBTQ+, and children experiencing discrimination or additional vulnerabilities;
- understand the indicators of child sexual exploitation, child criminal exploitation, county lines, serious violence, domestic abuse, radicalisation, female genital mutilation (FGM), forced marriage and other specific safeguarding concerns;
- be aware of the school's filtering and monitoring arrangements and understand their role in promoting online safety;
- contribute, where appropriate, to the teaching of safeguarding through the curriculum, helping children to recognise risks, stay safe and know how to seek support; and
- participate in safeguarding training and safeguarding updates and apply this learning to their day-to-day practice.

6.5 Teaching staff also have additional statutory responsibilities, including the mandatory duty to report known cases of Female Genital Mutilation (FGM) to the Police and to uphold the Teachers' Standards, which require teachers to safeguard children's wellbeing and maintain public trust in the profession.

7. Training and Induction

Safeguarding training is essential in creating and maintaining a strong safeguarding culture. All staff, governors and volunteers will receive safeguarding training and updates appropriate to their role to ensure they are able to identify concerns, respond appropriately and fulfil their safeguarding responsibilities.

Safeguarding Induction for New Staff

All new staff, including temporary staff, volunteers and agency workers, will receive safeguarding and child protection induction as part of their onboarding process. All new staff will have an induction with the Business Manager, focusing on expectations in the role e.g. safeguarding. All staff will need to read:

- KCSIE 2026 (Part 1)
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Online Policy
- Acceptable Use Policy for staff

Regular Safeguarding Updates

All staff will receive regular safeguarding updates to ensure their knowledge and skills remain current and that they are aware of any local, national or emerging safeguarding issues. This includes reading KCSIE Part One, annually and reading the updated Child Protection and Safeguarding Policy.

Designated Safeguarding Lead Training

The DSL and any Deputy DSLs will undertake DSL and safeguarding training appropriate to their role and responsibilities. In addition to formal training, they will access regular updates and learning opportunities through local networks and clusters to ensure their knowledge remains current and reflects local and national safeguarding developments. All DSL’s and Deputy DSL’s will retrain in the accreditation, every two years through Manchester LA (One Education).

Governor Safeguarding Training

Governors will receive safeguarding training appropriate to their role to enable them to provide effective strategic oversight, challenge and assurance regarding the

school's safeguarding arrangements and statutory responsibilities. Governors will complete Governors safeguarding training every year.

Safer Recruitment Training

At least one member of any appointment panel will have completed safer recruitment training. Those involved in recruitment processes will receive appropriate training and support to ensure safe and robust recruitment practices are followed.

Online Safety Training

All staff will receive training and updates on online safety, including current and emerging risks, filtering and monitoring arrangements, cyber security awareness, generative AI and how to support children to stay safe online. Phil Trohear (Headteacher) and Joanne Derbushire (Business Manager) are safer recruitment trained. This will be reviewed every 3 years.

Prevent Duty Training

Staff will receive appropriate Prevent Duty training to help them understand the risks associated with radicalisation and extremism, recognise potential indicators of concern and know how to respond in line with local safeguarding procedures. This will be reviewed every 3 years.

Safeguarding Supervision and Support for DSLs

The school recognises the importance of safeguarding supervision and professional support for DSLs and deputy DSLs. For example, attending local DSL networks and school cluster groups.

8. Identifying and Responding to Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child. All such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

1. Contact emergency services if required.
2. Inform the DSL immediately if a child is suffering or likely to suffer significant harm. If the DSL is not available, the next point of contact is Deputy DSL, Vicki Foreman (Deputy Headteacher).
3. If contact with the DSL or DDSLs cannot be made, **ANYONE CAN MAKE A REFERRAL** to social care and/or the police.
4. Record concerns promptly. This will be done through CPOMS.

8.1 Contact details and process for making a referral

8.2 Responding to a Disclosure

Staff will:

- **listen carefully** to what the child is saying, allowing them to speak freely and without interruption;
- **remain calm** and avoid displaying shock, disbelief or strong emotions that may discourage the child from continuing;
- **avoid leading questions** and only ask open questions where necessary to clarify what has been said;
- **reassure appropriately** by explaining that they have done the right thing in speaking out and that the concern will be taken seriously;
- **never promise confidentiality** as information may need to be shared with appropriate professionals in order to keep the child safe; and
- **record the disclosure accurately** using the child's own words wherever possible and pass the information to the DSL without delay.

8.3 Recording Concerns

All safeguarding concerns must be:

- **recorded promptly** as soon as possible after the concern arises or a disclosure is made;
- **factual** and based on what was seen, heard or reported, avoiding assumptions, speculation or personal opinion;
- **dated and signed** to provide a clear and accurate record of events and actions taken; and
- **stored securely** in accordance with the school's safeguarding procedures, information-sharing protocols and data protection requirements.

8.4 Escalation

The school will challenge decisions where necessary and follow Manchester escalation procedures where concerns remain unresolved.

9. Community-Based Early Help and Multi-Agency Working

9.1 Community-Based Early Help

The school is committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Staff will work with children, families and partner agencies to identify emerging needs and provide appropriate support. The school work closely with families and will liaise with parents to encourage Early Help support through the Manchester Early Help team.

Where additional help is required, referrals may be made to Manchester's **Family Hubs and Family Help services**, which provide access to a range of support for children, young people and families. Staff will contribute to assessments, plans and reviews as required to ensure children receive the right help at the right time.

9.2 Multi-Agency Working

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. The school will work closely with Children's Social Care, Family Help Services, Health Services, Police, Education partners and other relevant agencies to identify needs, assess risk and provide appropriate support for children and families.

The school will participate in Early Help assessments, Child in Need meetings, Child Protection Conferences, Strategy Discussions and other multi-agency processes as required.

This school follows the Manchester Safeguarding Partnership procedures and local threshold guidance to ensure that children receive the right help at the right time.

10. Supporting Vulnerable Children

We recognise that some children may be at greater risk of abuse, neglect, exploitation or other safeguarding concerns and may require additional support to help them achieve positive outcomes. This includes those children causing concern but not yet reaching statutory intervention level as well as those children who are in receipt of statutory support. Children through weekly briefing, phase and SLT meetings, SENCo/EP surgeries with Catalyst, monitoring of CPOMs, liaising with relevant agencies and family.

Attention will be paid to children who:

- have a social worker, including those who are subject to Child in Need or Child Protection Plans;
- are looked after, ensuring that their educational, emotional and safeguarding needs are identified and supported;
- were previously looked after, including those who have left care through adoption, special guardianship or child arrangements orders;
- are living in kinship care arrangements, recognising the unique challenges and support needs that may arise for these children and their carers;
- have Special Educational Needs and Disabilities (SEND), acknowledging that additional barriers may exist to recognising indicators of abuse, neglect or exploitation;
- have medical needs, allergies or long-term health conditions, which may increase their vulnerability;
- experience poor attendance or persistent absence, as this may be an indicator of unmet need, abuse, neglect or exploitation;
- have been suspended, excluded or are at risk of exclusion, recognising the increased safeguarding risks associated with disengagement from education;
- attend Alternative Provision, including pupils accessing part-time or full-time off-site education arrangements;
- are considering elective home education, where safeguarding concerns may require additional monitoring;
- are young carers, who may be undertaking caring responsibilities that impact on their wellbeing, attendance or educational progress;
- experience mental health difficulties, emotional wellbeing concerns or psychological distress that may affect their safety, welfare or development; and
- experience extra-familial harm, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse, county lines activity or other risks beyond the family home.

This list is not exhaustive, and staff will remain alert to any factors that may increase a child's vulnerability or create barriers to them seeking or receiving help

11. Child-on-Child Abuse

We recognise that children can abuse other children and that this can happen both inside and outside of school and online. All staff should be aware that child-on-child abuse is unacceptable and will never be tolerated or dismissed.

The school will work closely with partner agencies to safeguard children who may be at risk of exploitation or serious violence. Where appropriate, we will support referrals to Manchester Engage Panels by providing relevant information regarding a child's needs, risks, vulnerabilities and strengths, including details of concerns relating to anti-social behaviour, criminal exploitation and any interventions that have been implemented and their effectiveness.

Where concerns relating to **Child Criminal Exploitation (CCE)** or **Child Sexual Exploitation (CSE)** are identified, the school will work in partnership with Children's Social Care, the Complex Safeguarding Hub and other relevant agencies. We recognise that Children's Social Care may refer cases to Manchester's **Complex Safeguarding Hub**, and school staff will seek advice and guidance from the Complex Safeguarding professionals' advice line where appropriate to support timely information sharing, risk management and safeguarding responses.

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

- bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying;
- discriminatory behaviour, including racism, sexism, faith-targeted abuse and other forms of prejudice-based abuse;
- abuse within intimate personal relationships between children, sometimes referred to as teenage relationship abuse;
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- physical assault and harm, or threats of harm involving a weapon;
- harmful sexual behaviour;
- sexual violence and sexual harassment, including inappropriate sexual comments, unwanted sexualised behaviour, misogyny and misandry;
- causing someone to engage in sexual activity without consent, including forcing or coercing another child to participate in sexual activity;
- the consensual and non-consensual sharing of nude and semi-nude images and videos, including content created or manipulated using artificial intelligence (AI);

- online abuse, including abusive messaging, image sharing, coercion, threats, harassment and exploitation;
- upskirting, which is a criminal offence and involves taking an image beneath a person's clothing without their knowledge or consent;
- initiation, hazing-type violence, rituals or activities that may cause physical, emotional or psychological harm; and
- behaviour linked to exploitation, criminality, coercion or abuse that takes place within peer groups.

12. Online Safety and Digital Safeguarding

The school is committed to safeguarding children from potentially harmful and inappropriate online material and promotes a whole-school approach to online safety that empowers children, staff and families to use technology safely, responsibly and positively.

The school will:

- provide age-appropriate online safety education through the curriculum through the Knowsley curriculum and PSHE curriculum.
- ensure that staff receive appropriate online safety training and understand emerging risks and trends through One Education and H&G.
- maintain procedures for identifying, responding to and recording online safeguarding concerns through CPOMS.
- support children who have experienced online harm and work with partner agencies where appropriate
- ensure that online safety is considered when using new and emerging technologies, including artificial intelligence (AI) tools and applications through Manchester LA, One Education and H&G.
- communicate regularly with parents and carers about online safety, risks and protective measures. This will be done through the newsletter, website and parental meetings e.g. class welcome.
- ensure appropriate safeguarding arrangements are in place for any remote learning activities. This will be monitored and facilitated by H&G.

12.1 Filtering, Monitoring and Cyber Security

The school will take all reasonable steps to limit children's exposure to harmful online material while using the school's IT systems and internet-connected devices.

The Governing Board will ensure that:

- harmful and inappropriate content is blocked without unnecessarily restricting teaching and learning through Smoothwall.
- clear roles and responsibilities are identified for filtering and monitoring arrangements. The DSL is responsible for filtering and monitoring arrangements.
- staff understand how to respond to online safety concerns identified through monitoring systems. Staff will follow Online Policy procedures and report and digital concerns to DSL.
- filtering and monitoring arrangements are reviewed at least annually and following any significant safeguarding concerns with H&G about Smoothwall.
- appropriate cyber security measures are implemented to protect children's personal information and reduce the risk of online harm. All staff, parents and pupils sign the Chorlton C.E Primary AUP. Pupils names are not mentioned are not mentioned on the web-site and full names are not used in school correspondence.

12.2 Mobile Devices

The school is a mobile phone free environment and expects all pupils to comply with the school's Mobile Phone Policy and Acceptable Use Agreements. The school only allows Year 6 pupils (who can walk to school) to bring mobile phones, the arrangement is:

Year 6 is a milestone year where children begin to develop their independence. We recognise that some Year 6 pupils (and only Year 6 pupils) may walk to and from school by themselves, and we completely understand that families may prefer that they have access to a mobile phone for personal safety and peace of mind on their journey.

To balance this need for safety with our essential safeguarding duties, we have put the following guidelines in place:

- **A Focus on a "Child-Friendly" first phone:** If your child needs a phone for their journey, we strongly encourage you to send them with a child-friendly

phone (a non-smartphone). This ensures they can contact you without the added pressures, distractions, and risks of the internet.

- **Discouraging Smartphones:** We strongly advise against Year 6 pupils having smartphones equipped with unrestricted access to the internet, social networking capabilities, group-based communication apps, or adult-certified applications.
- **Notifying the School:** We understand that every family's circumstances are different. However, because we are actively discouraging the use of these devices, if your child absolutely must bring a smartphone to school, the school office must be notified in advance.

Our current policy: Any permitted mobile device brought to school must be switched off before entering the school gates, handed directly to the school office for

safekeeping during the day, and collected at home time by the pupil. This is our current arrangement, and these same protocols will continue. Children are not currently and will not be permitted to use any phone on the school premises.

13. Safeguarding in the Curriculum

We recognise that safeguarding is an important part of the curriculum and contributes to creating a culture where children are informed, resilient and able to keep themselves safe.

Pupils will be supported to learn about:

- healthy, respectful and positive relationships
- consent, boundaries and appropriate behaviour
- online safety, including safe use of technology, social media and artificial intelligence
- mental health, emotional wellbeing and resilience
- recognising and responding to abuse, neglect and exploitation
- personal safety, risk-taking behaviours and keeping safe in the community
- equality, diversity, inclusion and respect for others
- discrimination, prejudice and protected characteristics
- British Values and the importance of mutual respect, tolerance and democracy
- recognising harmful behaviours, including child-on-child abuse
- the risks associated with criminal exploitation, sexual exploitation, serious violence and county lines
- the risks of radicalisation and extremism
- healthy lifestyles and making safe choices

- attendance, belonging and positive participation in school life
- how, when and where to seek help from trusted adults and support services

Safeguarding education is delivered through:

- PSHE / Personal Development curriculum
- Relationships, Sex and Health Education (RSHE)
- Computing and Online Safety lessons
- Assemblies and themed awareness events
- Pastoral and wellbeing programmes
- Tutor time or form time activities
- Visits from external agencies and safeguarding partners

- Pupil leadership and peer support opportunities
- School council or pupil voice activities
- Other curriculum and enrichment opportunities relevant to the needs of our pupils

14. Safer Recruitment

We are committed to ensuring that the people who work with children at our school are suitable to do so. The school recognises that safer recruitment is an essential part of safeguarding and takes all reasonable steps to prevent unsuitable individuals from working with children.

Recruitment, selection, induction and ongoing safeguarding arrangements are designed to create a strong safeguarding culture that promotes the welfare of children and deters individuals who may pose a risk from gaining access to them.

The school will:

- ensure that all recruitment and selection procedures are conducted in accordance with Keeping Children Safe in Education and relevant employment legislation;
- promote safeguarding throughout the recruitment process, ensuring that our commitment to safeguarding and promoting the welfare of children is clearly communicated to prospective applicants;
- ensure that all job advertisements, recruitment materials and application processes make clear that safeguarding checks will be undertaken as part of the appointment process;
- obtain a completed application form for all applicants and not accept CVs in place of a full application form;

- scrutinise application forms carefully and explore any discrepancies, gaps in employment history or concerns identified during the recruitment process;
- obtain and consider appropriate references before appointment and verify information provided by candidates;
- undertake online searches on shortlisted candidates as part of the appointment process to help identify any issues that may affect a candidate's suitability to work with children;
- assess candidates' suitability, attitudes, values and motivation to work with children through a structured selection process;
- ensure that at least one member of every appointment panel has completed safer recruitment training;
- carry out all required pre-employment checks before an individual starts work, including identity, qualification, right to work, prohibition, criminal record and other checks relevant to the role;
- take appropriate steps to satisfy themselves that individuals who have lived or worked overseas are suitable to work with children;
- maintain a Single Central Record of recruitment and vetting checks in accordance with statutory requirements;
- ensure that volunteers, agency staff, contractors, trainee teachers and other adults working within the school are subject to appropriate safeguarding checks and supervision arrangements appropriate to their role and level of contact with children;
- ensure that volunteers are appropriately assessed, supervised and vetted in accordance with their role. Where a volunteer is engaged in regulated activity with children, the school will obtain an enhanced DBS check including children's barred list information, in line with Keeping Children Safe in Education 2026.
- ensure that safeguarding responsibilities continue beyond appointment through effective induction, probation, training, supervision and performance management arrangements;
- take appropriate action where concerns arise regarding the suitability of any adult working in or on behalf of the school;
- the Governing Body will determine the frequency and need for renewal of DBS for existing staff. It is considered good practice to renew the DBS for all staff every three years, in line with MCC local policy.

14.1 Visitors, Contractors and Lettings

The school will ensure that appropriate safeguarding arrangements are in place for visitors, contractors, hirers and organisations providing services or activities on school premises.

Where school facilities are used by external organisations providing activities for children, the school will seek assurance that suitable safeguarding and child protection arrangements are in place.

14.2 Single Central Record

- The school maintains a Single Central Record (SCR) of recruitment and vetting checks which is regularly reviewed to ensure compliance with statutory requirements, this will be done through QA of SCR.

15. Managing Allegations Against Adults

All allegations and concerns relating to staff, supply staff, volunteers, contractors, governors, agency staff, trainee teachers and any other adults working on behalf of the school will be taken seriously and managed in line with KCSIE 2026, local authority procedures and advice from the Local Authority Designated Officer (LADO) where appropriate.

The school will:

- ensure that all allegations and concerns about adults working with children are managed in accordance with Part Four of Keeping Children Safe in Education and local safeguarding procedures;
- where an allegation meets, or may meet, the harms threshold, the Headteacher (or Chair of Governors where the allegation relates to the Headteacher) will seek advice from the LADO and follow the appropriate procedures;
- work closely with the Local Authority Designated Officer (LADO), Children's Social Care, Police and other relevant agencies where appropriate;
- ensure that allegations are dealt with quickly, fairly and consistently, providing effective protection for children while also supporting the individual who is the subject of the allegation;
- make reasonable enquiries to establish the basic facts of a concern before seeking advice from the LADO, whilst ensuring that any action taken does not compromise a future investigation;
- ensure that all staff understand how to recognise, respond to and report concerns about the conduct of adults working with children;

- maintain accurate and confidential records of all allegations and concerns and the actions taken in response;
- ensure that staff understand the school's whistleblowing procedures and are able to raise concerns, including concerns about safeguarding practice, without fear of reprisal;
- refer historic allegations of abuse to the Police and other relevant agencies in line with statutory guidance;
- make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant bodies where the legal duty to do so applies.

15.1 Low-Level Concerns

A 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 but does not meet the harms threshold.

Examples may include:

- concerns arising from poor professional judgement;
- behaviour that makes others feel uncomfortable or causes a sense of unease;
- inappropriate conduct outside of work that raises questions about professional suitability;
- concerns raised by pupils, parents, carers or colleagues;
- issues identified through supervision, recruitment or vetting processes; or
- self-reported incidents where an adult believes their actions may have been misinterpreted.

All low-level concerns will be reported to the Headteacher in accordance with the school's Low-Level Concerns Policy. Such concerns will be recorded, reviewed and managed appropriately to ensure professional standards are maintained and safeguarding risks are identified at the earliest opportunity.

16. Site Security and Extended Provision

The school is committed to ensuring that appropriate safeguarding arrangements are in place for all activities, services and individuals operating on or using the school site. This includes visitors, contractors, external providers, educational visits, work

experience placements, alternative provision and breakfast, lunchtime and after-school activities.

The school will take all reasonable steps to ensure that safeguarding responsibilities are understood, appropriate checks and risk assessments are completed where required, and that children remain safe whilst participating in any school-led or school-approved activity.

The school's arrangements for managing visitors, contractors, educational visits, work experience, alternative provision, lettings and extended provision are outlined in the following policies and procedures:

- Lockdown Policy
- Visitor procedures

- Educational Visits Policy
- Alternative Provision Procedures
- Lettings Policy
- Work Experience guidance
- Breakfast and After-School Club Arrangements
- Site Security Procedures

17. Monitoring and Quality Assurance

The school is committed to continuous improvement in safeguarding practice and recognises the importance of robust monitoring, evaluation and quality assurance processes. Safeguarding arrangements will be regularly reviewed to ensure that they remain effective, compliant with statutory guidance and responsive to the needs of children and families.

The effectiveness of safeguarding arrangements will be monitored through:

- safeguarding audit through completion of S175 audit. The actions that are identified in this audit from the Safeguarding action plan.
- Section 175 audit completed every two years to provide assurance that the school is meeting its statutory responsibilities.
- governor monitoring, including safeguarding visits, scrutiny of safeguarding information and challenge to school leaders [detail governor monitoring]
- safeguarding reports, provided to senior leaders and governors to support oversight of safeguarding activity, trends, training, attendance, exclusions and other safeguarding matters [specify frequency]

- annual policy review, ensuring safeguarding policies, procedures and guidance remain up to date and reflect current legislation, statutory guidance and local safeguarding arrangements.
- review of safeguarding incidents and local or national learning reviews, to identify opportunities for improvement and strengthen safeguarding practice.
- pupil voice activities, ensuring that the views, experiences and feedback of children inform safeguarding practice and contribute to the development of a safe and supportive school environment.

18. Linked Policies

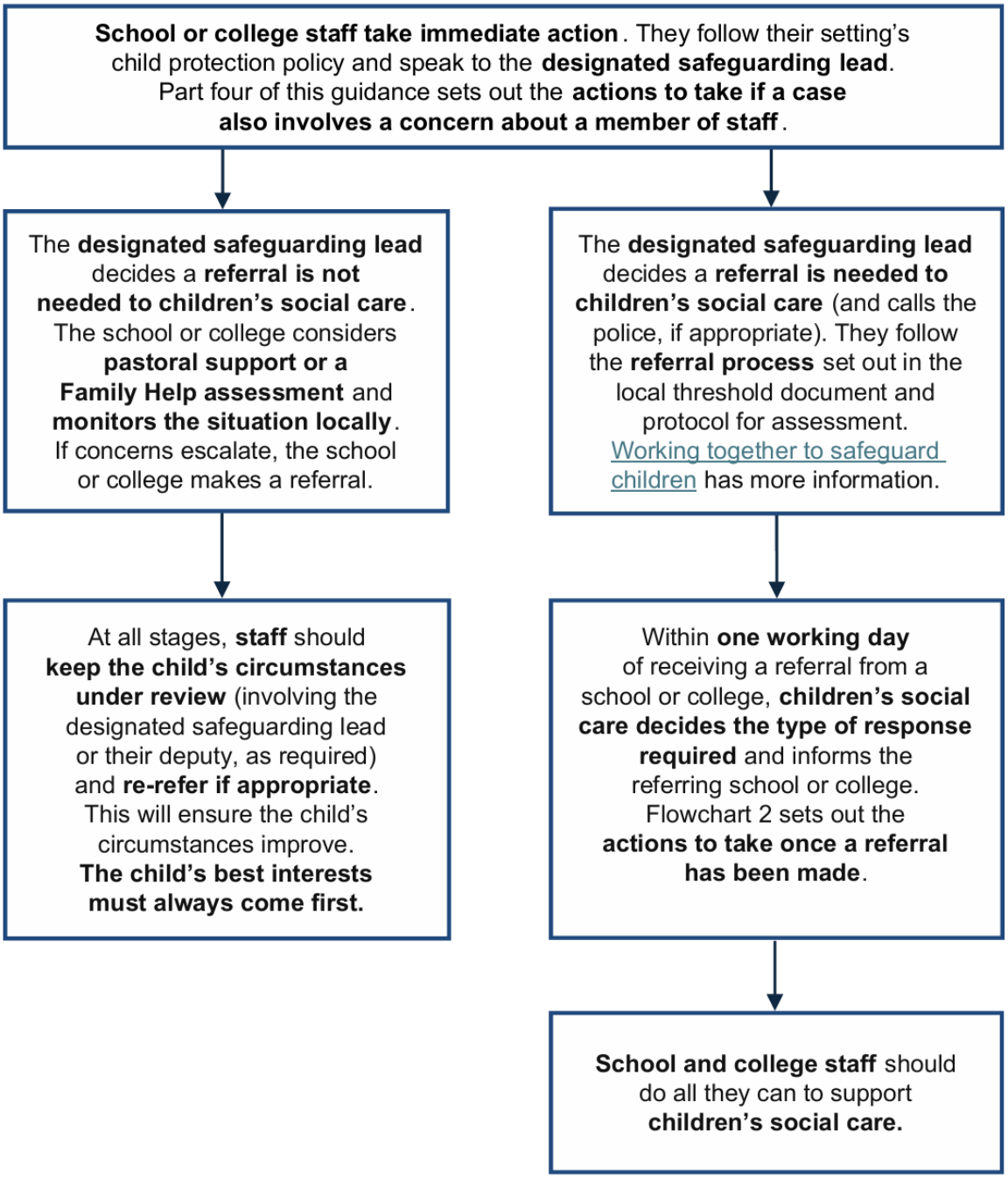
This policy should be read alongside the following policies that support the school's wider safeguarding responsibilities:

- Behaviour and Relationships Policy
- Restrictive Intervention Policy (see MCC guidance)
- Attendance Policy
- Online Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Low Level Concerns Policy
- Whistleblowing Policy
- SEND Policy
- Equality Policy
- RSHE Policy
- Health and Safety Policy

19.Appendices

Appendix A – Actions for School or college when there are concerns about a child

Flowchart 1: actions taken by a school or college when there are concerns about a child



Appendix B - Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, 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: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing, causing or inciting a child 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, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, 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. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix C - Signs and indicators of Child Sexual Abuse

- Signs and indicators: A template for identifying and recording concerns of child sexual abuse

Appendix D – Regulated Activity

The full legal definition of regulated activity is set out in 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.

Regulated activity includes:

a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.85 Some activities are always regulated activities, regardless of frequency. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

Appendix E - Specific safeguarding issues

Child Criminal Exploitation and Child Sexual Exploitation

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Domestic Abuse

Domestic abuse involves any single incident or pattern of conduct where someone’s behaviour towards another is abusive, and where the people involved are aged 16 or over and = are, or have been, personally connected to each other (regardless of gender or sexuality).

The abuse can involve, but is not limited to psychological, physical, sexual, financial, emotional, violent, threatening, controlling, coercive behaviour

FGM

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.158 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Prevent and Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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 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.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence.

These may include:

- increased absence from school or college,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in educational performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Missing Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Appendix F – Safeguarding Abbreviations

Abbreviations

- CiN Child in Need
- CP Child Protection
- CSC Children's Social Care
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- GM Greater Manchester
- LADO Local Authority Designated Officer
- MASH Multi Agency Safeguarding Hub
- MCC Manchester City Council
- MSCB Manchester Safeguarding Children's Board
- SOS Signs of Safety

Appendix G– Child on Child Abuse

CHILD ON CHILD ABUSE

(Sexual violence and sexual harassment) Safeguarding Policy

Our vision: To nurture and inspire so that all are empowered to realise their full potential and contribute positively to the world around them

At Chorlton CE Primary, we believe that our values of:

curiosity, community, courage, nurture and respect create the environment that all of our pupils require to support their physical, personal and moral **growth.** These values are central to all aspects of our school life and recognise our aim that every child should be supported to not only grow to their own full potential, but to support others around them to do the same.

The smallest of seeds, grow to become trees, in which the birds make nests

cf Matthew 13. 31-32

We are here to give our pupils an excellent education, facilitating a rich and inspiring curriculum, whilst providing nurture and care for their spiritual, emotional, moral, social and cultural wellbeing. This is reflected in our diverse curriculum, which is driven by pupil voice and a dedication to ensuring that our children leave school prepared to be active citizens of the world who know that they have a voice and who are not afraid to use it!

We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is Rights Aware (Gold) under the The United Nations Convention on the Rights of the Child with UNICEF. We strive to keep our pupils safe at all times which is reflected in Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Through relevant policies, with child friendly versions and a regularly updated and reviewed PSHE and wider curriculum content, pupils are taught how to keep themselves and others safe and are encouraged to talk about this. Pupils know there are safe adults to speak with and a Nurture Nest room and Play Therapist to support them and older pupils with parental consent can refer themselves. As a Rights Respecting school they know through Article 12 that their concerns will be taken seriously. (will add pupil voice here) Do pupils and leaders share the same views of safety in school? Through training we ensure that all staff recognise that children are capable of abusing their peers.

The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with.

There is a clear procedure on how victims of dhild on child abuse will be supported.

All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating

violence and rituals. These issues will be addressed through our school curriculum and collective worship throughout the year. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advice for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found here : https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Students are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE 2022 and within the MSP website. Procedures for handling disclosures and managing information to include how allegations of child on child abuse will be recorded as per section 5.2 of the Safeguarding and Child Protection policy 22/23. Concerns are shared via CPOMS and also recorded in person to the DSL or available Deputy DSL. Children share concerns by talking with a safe adult, or using an in class mechanism, such as worry beads in a box.

How the school investigates and deals with a disclosure:

Once a disclosure has been made and reported, the DSL/Deputy DSL will investigate with all pupils concerned individually. All pupils will be treated with respect and care and where appropriate therapeutic support will be put in place for victim and/or perpetrator as well as any other child affected by child on child abuse This will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide and systems should be in place for children to express their views and give feedback. Parents will also be contacted and where appropriate other outside agencies such as social care. All information is handled in accordance with the school's Information Sharing/Management Policy, which is written in line with HM Government guidance – 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018', and the 7 principles of information sharing within that document.

When incidents of sexual violence and sexual harassment occur the school's response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and seeking advice from the Manchester Safeguarding Team. Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or Behaviour and Relationships policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.

The school will put a proportionate and supportive package of care in place for those affected. School leaders are aware that detailed advice to support schools and colleges has been published and included within Keeping Children Safe in Education 22. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment. The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sexting. https://www.gov.uk/government/publications/sharing-nudes-

and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

Responding to reports of sexual violence/harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment. Text from sexual violence and sexual harassment between children in schools and colleges: There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).

- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic). After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school and on our website – 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings.

Guidance documents/appendices for school policies:

Keeping Children Safe in Education 2025:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Appendix H – A 'Good' Safeguarding School

A 'Good' Safeguarding School

The leadership, staff and governing body at Chorlton C.E primary are committed to a safe school which promotes the wellbeing and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'every child matters'
- Tolerance, understanding and respect for others are core values of the school
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately
- The school/setting has pleasant a pleasant atmosphere in the dining area and encourages healthy eating with an in house menu that meets need
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for
- Pupils feel valued and are open and confident in their relationships with staff and one another
- Pupil's work is displayed and changed regularly

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all
- The MCAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date
- Appropriate Policies and Procedures are in place, understood and implemented by all staff

- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide
- The school/setting has an identified person who administers medicines
- DBS checks are in place and regularly up-dated
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required
- Vulnerable groups are identified and tracked for progress, attainments and attendance
- Effective transition for pupils takes place at all stages

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate

PUPIL ENGAGEMENT

- Pupil voice is valued and the Rights Respecting School Council is afforded respect and is involved appropriately in decision making
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience
- Staff expectations of pupil's behaviour, attendance and attainment are high

- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET
- This includes tackling issues leading to grooming, child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue
- The school does not exclude pupils but tries to find alternative ways of supporting them
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience
- Pupil demonstrates discomfort about their place in society
- Pupil may be experiencing family tensions at home
- Low self esteem and sense of isolation
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends
- Pupil may be searching for questions about their identity, faith and belonging
- Pupil may have perceptions of injustice and rejects civic life
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues
- Significant changes in behaviour and/or appearance

Pupil uses extremist narratives and global ideology to explain personal disadvantage

Appendix I – Safeguarding and Prevent at Chorlton C.E Primary

APPENDIX G

Safeguarding and Prevent at Chorlton C.E School

Working with the Community: A Rights Respecting Approach

Children and young people are vulnerable to a wide range of safeguarding risks, and vulnerability to radicalisation needs to be seen in that context.

“Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools’ work on Prevent needs to be seen in this context.” Prevent Strategy, 2011.

It is of particular importance that we work closely with families to ensure their child’s safety, that they are fully aware of the law and our duties, and ensure an open dialogue between all those that care about our children. We believe it is important to work closely with parents, children, governors and a range of agencies to achieve this.

HOW DOES THE CHILDREN’S RIGHTS CHARTER SUPPORT THE PROTECTION AND SAFEGUARDING OF CHILDREN?

Article 3

The best interests of the child must be a top priority in all things that affect children

Article 4

Governments must do all they can to make sure every child can enjoy their rights

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential

Article 8

Governments must respect every child's right to a name, a nationality and family ties

Article 9

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live

Article 36

Governments must protect children from all other forms of bad treatment

PREVENTING RADICALISTION and VIOLENT EXTREMISM

Chorlton C.E Primary values the fundamental rights of: freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Chorlton C.E Primary seeks to protect its students and staff from all messages and forms of violent extremism and ideologies in all its forms.

We are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

The Early Help Assessment remains the primary vehicle for assessing vulnerable young people. This is carried out by the head or safeguarding lead.

If deemed suitable the:

- Safeguarding lead or Head will then make a referral to Children's Social Care (CSC). The safeguarding lead may be asked to complete a Channel Referral and Assessment Form (RAF) in consultation with the nominated lead from the CSC, which is emailed to the Channel Coordinator at Greater Manchester Police
- A Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system)
- Channel Coordinator will then complete a case summary and return it to the nominated lead within the CSC who will coordinate a multi-agency safeguarding

meeting with the necessary professionals (including the safeguarding lead from your school) to support the vulnerable individual

- Channel will assist this process by using its list of key contacts from across the public, voluntary and community sectors to help ensure the right people are brought to the multi-agency meeting
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAge ncyPracticeGuidelinesNov14.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-

Appendix J – Safeguarding and FGM at Chorlton C.E Primary School

Safeguarding and FGM at Chorlton C.E School

Working with the Community: A Rights Respecting Approach

Many of our families are from countries where Female Genital Mutilation is practiced so it is of particular importance that we work closely with families to ensure their child's safety, that they are fully aware of the law and our duties, and ensure an open dialogue between all those who care about our children. We believe it is important to work closely with parents, children, governors and a range of agencies to achieve this.

HOW DOES THE CHILDREN'S RIGHTS CHARTER SUPPORT THE PROTECTION OF GIRLS FROM FGM?

Article 3

The best interests of the child must be a top priority in all things that affect children

Article 4

Governments must do all they can to make sure every child can enjoy their rights

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 17

Every child has the right to reliable information from the media. This should be information that children can understand

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this

Article 36

Governments must protect children from all other forms of bad treatment

Article 37

No child shall be tortured or suffer other cruel treatment or punishment

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women.

Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--

https://www.gov.uk/government/collections/female-genital-mutilation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAge ncyPracticeGuidelinesNov14.pdf

http://www.unicef.org/statistics/

http://www.theguardian.com/society/female-genital-mutilation

http://www.theguardian.com/society/2018/feb/13/reporting-of-female-genital-mutilation-to-bemade-mandatory

http://www.theguardian.com/teacher-network/teacher-blog/2014/feb/06/female-genitalmutilation-fgm-five-ways-teaching

MANCHESTER CITY COUNCIL

CHORLTON C of E PRIMARY SCHOOL

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Appendix K – RRSA Accreditation report

RRSA Accreditation report

MANCHESTER CITY COUNCIL

RIGHTS RESPECTING SCHOOLS
UNITED KINGDOM
unicef

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chorlton CE Primary School
Headteacher:	Phil Trchear
RRSA coordinator:	Phil Trchear
Local authority:	Manchester
School context:	225 pupils on roll of whom 10.6% are eligible for Pupil Premium Funding. 14.7% of children are on the SEND register and 7.2% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, Assistant Headteacher and SENDCo.
Number of children and young people spoken with:	30 children from Y1 to Y6
Adults spoken with:	3 Class Teachers, Key Therapist, HLTA, 2 Teaching Assistants, Chair of Governors, Safeguarding Governor and 7 parents/carers
Key RRSA accreditations:	Registered for RRSA: 14th September 2017 Bronze achieved: 30th November 2017 Silver achieved: 3rd July 2018
Assessor:	Sarah Hodgkinson
Date:	18th January 2024

ACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Chorlton CE Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- The excellent use of charters across the school. Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected and if there is anything that needs to change. All children were involved in establishing a playground charter which is used daily to support the respect for children's rights across the school.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Very confident students who know that their views are taken seriously.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's ABCDE of Rights resource will support staff.
- Support parents/carers and families to learn about and understand the CRC and engage further with the school's Rights Respecting journey.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Further develop children and young people's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably. Support them to be informed about the world and current affairs so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK s annual OurRight campaign.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Children were extremely articulate and demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. Pupils understand that rights are inherent, universal, and unconditional. One child explained, *"You get rights from when you are born,"* and another child added, *"You have all of the rights, no matter what."* Rights are explicitly linked to all areas of the school's work and are displayed prominently around the school environment, the website and on school communications. Senior leaders demonstrated a strong commitment to children's rights and to RRSA and there has been a strategic approach to embed a rights-based approach throughout the school. The Headteacher explained, *"Rights are the golden thread through everything that we do,"* and a governor added, *"I am so impressed with children's knowledge about their rights. You can see that thread going through the curriculum."* The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school. One parent commented that staff, *"...live and breathe children's rights and bring it to life. I really feel that deep respect from staff to pupils."*
STRAND B	**Highlights and comments**
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	There is an excellent use of charters across the school. Class charters are developed each year with pupils and regularly referred to throughout school life. All children participated in developing a playground charter which is used daily to support the respect for children's rights across the school. One child explained that when charters are being created, *"We all get a vote on what we want,"* and another child added, *"Otherwise if the teachers just pick it, it might be different to what we want."* The language of rights is evident in all activities - in the classroom, the wider school and in conversations with parents and governors. A member of staff explained, *"Children are very happy to express when they feel their own rights, or the rights of someone else, are not being respected."*
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way. Staff spoke passionately about how every member of school staff makes the effort to get to know each individual child in the school and how, *"Everybody looks out for each other."* A parent explained, *"The rights come to life in how the staff listen to the children."* Every child in the school has the opportunity to attend 'Tea with SLT' sessions where they can share their learning books and their achievements in an informal way. Staff explained that this gives pupils and adults that chance to, *"...discuss, share and connect."*
4. Children and young people are safe and protected and know what to do if they need support.	Children feel safe and protected and know what they need to do should they need support. One pupil commented, *"Rights keep the school balanced. Without rights the school would be chaos and people wouldn't feel safe."* Another child added, *"It is comforting to know there are lots of adults to keep us safe."* Children shared ideas about what they would do if they felt they needed support and these ideas included talking to a teacher, writing a worry on a piece of paper to share with an adult, and speaking to another child on the Ethos Team.

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	There is a strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected. Children talked about the Zones of Regulation and how each child has a 'toolkit' of strategies that they can use if they need support to regulate their emotions. A parent also shared how their child regularly uses the strategies from their 'toolkit' to regulate their emotions at home. One pupil shared their experience of support in school, *"I used to have lots of worries, so I talked to a therapist, and it really helped me out."* A child also discussed the 'Nurture Room' where, *"…you can go there to calm down."* Children understand the fair and equitable way in which some children access this support more than others. One child explained, *"I think it's fair that some children use the Nurture Room more than others because they struggle more with their learning, and they might need to calm down. Different people need different things."*
6. Children and young people are included and are valued as individuals.	All children feel valued and supported to be the best they can be. A member of staff talked about Forest School and the impact that this has on pupils. They explained, *"Children shine, and other children see that they may not be academic achievers, but outside they become leaders."* Staff spoke passionately about inclusion with one member of staff commenting, *"You can not only be included, but you can also thrive"* and another staff member explained that children with SEND, *"…feel equal to their peers and are celebrated. They have the same rights as everyone else."*
7. Children and young people value education and are involved in making decisions about their education.	Children are regularly given opportunities to become involved in decisions about their education. Pupils with SEND are regularly invited to contribute to their review meetings. Subject leaders are encouraged to obtain regular feedback from pupils about their subjects and children are also encouraged to share their views about school improvement during the 'Tea with SLT' sessions. Children talked about their regular involvement in surveys and how, *"We can write down what we think is best."*
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	Pupil voice is valued highly, and the range of pupil voice groups gives numerous opportunities for all young people to put their suggestions forward and for these to be acted upon. Children shared examples of changes to school life following on from their own ideas such as more opportunities for girls to play football, more choice at playtime and being involved in redesigning the lunch menu. Children also shared their experiences of the Manchester Pupil Parliament where they collaborated with other schools in the city to work on supporting children with their mental health. A member of staff explained that children are reminded, *"…their voice is valued, and they can do something about it."*
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes. A staff member commented, *"Even our youngest children advocate not just for their own rights, but for the rights of others."* Children discussed their charity work and one child shared how you can, *"…donate toys to those children who don't have them."* Pupils have also been invited to contribute to Manchester City Council's work towards achieving UNICEF UK Child Friendly Cities Status. As part of this project pupils wrote letters about their views on improving the accessibility of the city's tram network.