
Safeguarding and Child Protection Policy

Expansive Learning (Wigan) School

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19

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1. General Information

Proprietor
Expanse Group Ltd

Head teacher:
Mr E.Hanley

Designated Safeguarding Lead:
Mrs Lisa Heyes

Designated Safeguarding Officer:
Mr Ed Hanley / Mr Richard King / Ms Lhiana Brown / Mrs Lisa Blakeley/Mr Adam Sherlock/Ms Ella Heyes/Ms Millie Ansell/Mr George Heyes/Mr Paul Barton

Chair of Governors:
Mr Martin Budden

Designated Safeguarding Governor:
Lorraine Woosey

2. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School). This Policy and Procedure reflects the new statutory guidance from 'Keeping Children Safe in Education' (September 2025). This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document. The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of the school staff. This Policy and Procedure will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in Child Protection arrangements become apparent, these will be remedied without delay and maybe changed before the annual date.

3. Objectives

We recognised that Schools and their staff are an important part of the wider safeguarding system for children. The purpose of this document is to ensure that all school staff are aware of the arrangements that the school have in place for safeguarding and promoting the welfare of its students. It provides guidance to help staff who may have concerns about the safety or welfare of a child and sets out the school's position in relation to all aspects of the Safeguarding and Child Protection processes.

Specifically, Expanse will strive to:

- Always act in the best interests of children, pupils and students to protect them online and offline, including when they are receiving remote education.
- Identify children, pupils and students who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation.
- Secure the help that children, pupils, and students need and, if required, refer in a timely way to those who have the expertise to help.
- Manage safe recruitment and allegations about adults who may be a risk to children, pupils, and students.

4. Contextual Safeguarding/ Extra-familial harms

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, school, children's social care practitioners, child protection systems and wider safeguarding partnerships need

to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils. KCSIE (2025) says:

‘All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.’

The school will ensure that all staff and governors are aware of and understand their responsibilities in relation to contextual safeguarding.

More information and support related to contextual safeguarding matters can be found at Contextual Safeguarding Network – Beyond Referrals (Schools)

5. Key Definitions and Concepts Child

Child

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit the school, as well as all students at the school.

Safeguarding and Promoting the Welfare of Children

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child- centred. This means that they should consider, at all times, what is in the best interests of the child

The Department for Education (DfE) ‘Keeping Children Safe in Education’ (2025) states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children’s mental health and physical health or development

Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care taking action to enable all children to have the best outcomes

Safeguarding children’s welfare encompasses matters such as bullying and Health and Safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, Alcohol and Substance Misuse, Attendance, Admissions, Exclusions, Preventing Extremism and Radicalisation, CSE, CCE, EHA, Child on Child abuse, Sexual violence/Sexual harassment, Managing Allegations, Whistle-blowing, Mandatory reporting duty for FGM, Valuing Equality, Racist Incidents, Harassment & Discrimination, School Security & Physical Environment, ICT / E-safety, Safe Recruitment and Selection or any other safeguarding which the DfE have issued guidance on. Details of the School’s policies in these areas are contained in other documents and can be accessed via our school website.

Child Protection

Is one part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g., bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child's health and development.

The role of School Staff:

- The child's welfare is paramount.
- All children have an absolute right to a childhood free from abuse, neglect, or exploitation.
- All school staff have a responsibility to provide a safe environment in which children can learn.
- Everyone who comes into contact with children and their families have a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.
- All members of the school staff have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns however "minor" they appear to be. (NB It is NOT, however the role of school staff to investigate those concerns).
- Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- The school is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise by a staff member who has a concern about a child's welfare. In this situation staff should follow the referral processes set below, staff may be required to support social workers and other agencies following any referral.
- When children make allegations about abuse or neglect, they will always be listened to, have their comments taken
 - seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.
 - All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- The Teachers' Standards were introduced 1st September 2012 and state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school staff need to know

All the school staff members should be aware of the systems within school which support safeguarding, and these should be explained to them as part of staff induction. This will include:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

All the school staff and members of the Governing Body will take part in mandatory safeguarding training and will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, web clips, The National College CPD and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. All the school staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

All the school staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. All the school staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All the school staff members working with children in our school are advised to maintain an attitude of 'it could happen here' and 'if in doubt report it' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members at our school are unsure, they know they should always speak to the designated safeguarding lead. If a child is in immediate danger or is at risk of harm, a referral should be made to Local Authority Social care, Designated Officer (LADO) and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Why is all of this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

6. Procedures and Guidelines for Child Protection and Safeguarding Children

Prevention

The school takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect, or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have overall responsibility for Child Protection matters
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other School staff
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
- Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values the School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, how to keep themselves and others safe, including online safety, through PSHE and ICT and to address the issue of child protection in the wider context of safeguarding. Staff are sensitive to specific needs and vulnerabilities of individual students, including students who are victims of abuse and students with special educational needs.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if a child's behaviour is becoming problematic due to lack of appropriate guidance and boundaries at home.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

The school is committed to early help and the identification of unmet needs and vulnerabilities of its students and works in partnership with other agencies to promote the welfare of the students and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments.

The school adheres to Wigan Safeguarding Children’s Board and (WSCB) and the Greater Manchester Safeguarding Partnership Procedures alongside the other local Safeguarding Children Partnership and will implement the process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. The process involves working with children and their families to engage and include them as equal partners and to support them in accessing additional services that can promote positive outcomes.

The school may receive referrals and subsequently grant places at the school from a wide range of Local Authorities. We will review the Safeguarding approaches of all appropriate Local Authorities based on a child’s home LA and adopt procedures accordingly as the need arises.

- Single Point of Access for Help and Protection of Children
- Wigan Council
 - Wigan Council have established a Multi-Agency Safeguarding Hub (MASH) for Help and Protection of Children

The school can contact the MASH for help and protection of Children with any concerns about children and young people who may need help and protection. MASH will provide help and protection for Children who will receive a range of support, this will involve advice and guidance including signposting to services, early help enquiries, assessment, and support from Start Well or Children’s Social Care.

Contact can be made through the following ways:

<p>Wigan Council</p> <p>Or through a professional referral Wigan Children's Services Portal</p> <p>Wigan LADO - 01942 486042 Email: lado@wigan.gov.uk</p>	<p>Warrington Council</p> <p>Warrington Council have established a new Safeguarding Children Partnership</p> <p>Contact can be made through the following ways:</p> <p>Telephone contact – 01925 443322 Out of hours: 01925 444400 LADO: 01925 442079</p> <p>Email – LADO@warrington.gov.uk</p> <p>Or through a professional referral: www.warrington.gov.uk/mars</p>	<p>St Helens Council</p> <p>St Helens Council have established a new Safeguarding Children Partnership</p> <p>Contact can be made through the following ways:</p> <p>Children’s duty team – 01744 676767</p> <p>Local Authority Designated Officer LADO – 01744 671262 sthelenslado@sthelens.gov.uk</p> <p>St Helens children safeguarding board - https://sthelenssafeguarding.org.uk/scp</p>
<p>Sefton Council</p> <p>Telephone the MASH team on 0151 934 4013/4481</p> <p>Out of hours duty team - 0151 934 3555.</p> <p>LADO - 0151 934 3783.</p>	<p>Salford Council</p> <p>Telephone contact – 0161 6034500</p> <p>https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/</p> <p>LADO – 0161 603 4350 lado@salford.gov.uk</p>	<p>Liverpool Council Telephone 0151 7096010</p> <p>Children's social care - Liverpool City Council</p> <p>LADO 0151 2333700</p>
<p>Bolton Council</p> <p>Children’s social care duty team - 01204 331500</p> <p>Local Authority Designated Officer LADO - 01204 337474</p> <p>children safeguarding board - Home – Bolton Safeguarding Children</p>	<p>Lancashire Council</p> <p>Children’s social care duty team - 0300 123 6720</p> <p>Local Authority Designated Officer LADO - 01772 536 694</p> <p>children safeguarding board - Home Page - Lancashire Safeguarding Children Board</p>	<p>Nottinghamshire council</p> <p>MASH – 0300 5008090</p> <p>LADO - LADO@notts.gov.uk 0115 8041272</p> <p>Nottinghamshire Safeguarding Children Partnership</p>

Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation

Types 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. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g., via the internet). They may be abused by an adult or adults or another child or children. 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.

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 not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

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

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing nudes/semi nudes put children in danger. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based, violence, sexual violence/sexual harassment and sharing nudes or semi nudes. Staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website, Wigan's Safeguarding Children's Board website www.wigan.gov.uk/WSCB and Wigan's Domestic Abuse webpage <https://www.wigan.gov.uk/resident/crime-emergencies/domestic-abuse.aspx> in partnership between Greater Manchester

Police, Wigan Council and Forensic Psychological Solutions.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE) – see also below
 - a. domestic violence
 - b. drugs
 - c. fabricated or induced illness
 - d. faith abuse
 - e. female genital mutilation (FGM) – see also below
 - f. forced marriage
 - g. gangs and youth violence
 - h. gender-based violence/violence against women and girls (VAWG)
 - i. hate
 - j. mental health
 - k. missing children and adults
 - l. private fostering
 - m. prevent and radicalisation
 - n. relationship abuse
 - o. sharing nudes/semi nudes
 - p. trafficking

7. Students with certain health concerns

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

These can include:

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- communication barriers and difficulties in managing or reporting these challenges

Where appropriate, the school will provide extra pastoral support and attention for these children along with ensuring any appropriate support for communication is in place

8. Mental Health Concerns about a student

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy and submitting a pastoral event within DatabridgeMIS.

9. Children accessing a social worker

The school recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health. We take these needs into account when making plans to support students who have a social worker. School work closely with the local authority Virtual Head to ensure best outcomes.

10. Domestic Abuse and the school's commitment to Operation Encompass

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as “any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other” which includes:

- a) physical or sexual abuse

- b) violent or threatening behaviour
- c) controlling or coercive behaviour
- d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e) psychological, emotional, or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

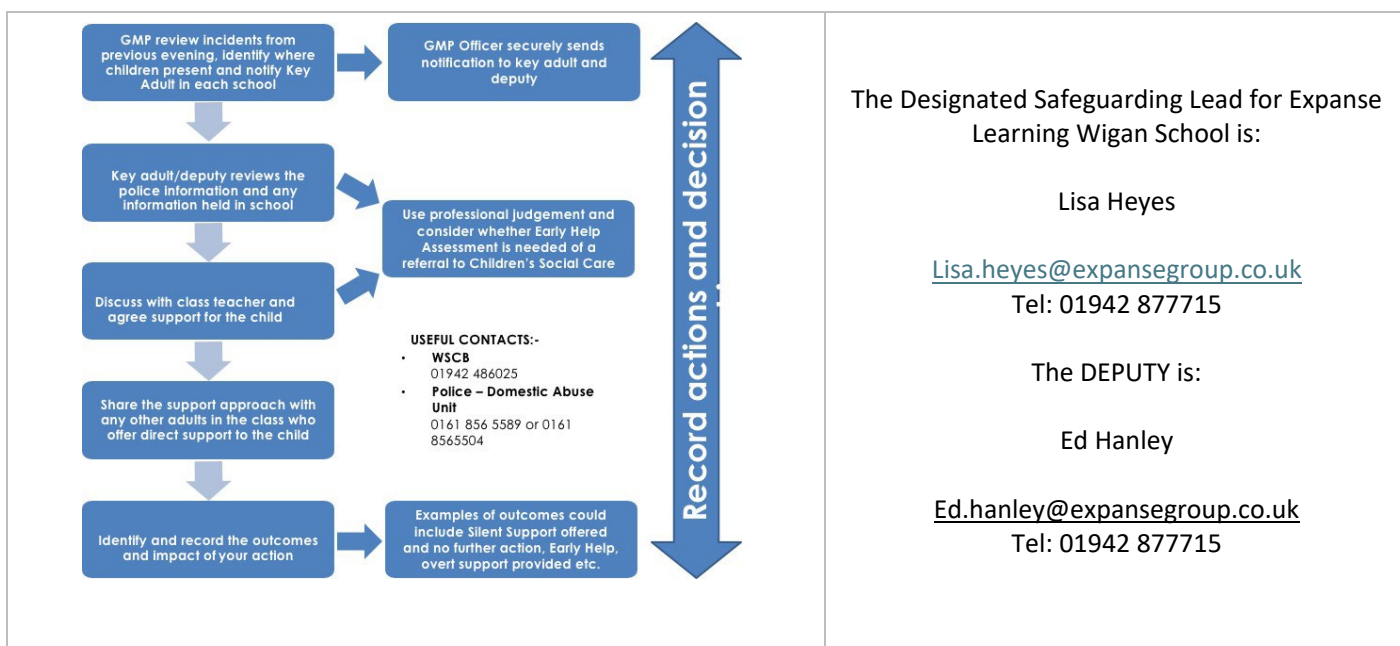
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and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

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

This definition includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group. Domestic abuse is a safeguarding children issue, and statistics show that in 90% of cases children are present in a household during a domestic abuse incident. Often the following day children are ill- prepared to deal with the school day.

Encompass is a partnership between Greater Manchester Police, Wigan Safeguarding Children Board, and designated school staff, known as Key Adults. Working together to safeguard children, Greater Manchester Police will inform the Key Adults within schools about any domestic abuse incident where the child or young person has been present. This will enable the school to take appropriate steps to support their student during what could be an emotionally difficult day. Key adults within the school are then able to accommodate the school day to lessen the impact and to support the child if they need it. In its simplest form, they are given some leeway, comfort, and support. This can make a huge difference to children and allows them to have a safe space (see flow chart on the next page).

Wigan's Operations Encompass Flow Chart



The Designated Safeguarding Lead for Expanse Learning Wigan School is:

Lisa Heyes

Lisa.heyas@expansgroup.co.uk

Tel: 01942 877715

The DEPUTY is:

Ed Hanley

Ed.hanley@expansgroup.co.uk

Tel: 01942 877715

The Operation Encompass Teachers' Helpline is available for all education staff to speak in confidence with an educational or

clinical psychologist about how best to support children in their setting who may be experiencing domestic abuse.

The Helpline is available on 0204 513 9990 and is open from 8am to 1pm, Monday to Friday, term-time. Calls are charged at a local rate.

Please note that calling the helpline should not replace statutory safeguarding processes.

<https://www.operationencompass.org/>

Children with Sexualised/Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

If a child is displaying sexually harmful behaviour staff members must inform the Designated Safeguarding Lead or nominated deputy a referral should be made to Children's Social Care the Police and the host LA Safeguarding Children Board/Partnership who should be contacted to support the school with implementing a Safety Plan.

11. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in 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 threat of violence. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE and CCE 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.

Child Criminal Exploitation (CCE)

Children and young people can become trapped by this type of exploitation, as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. They may be coerced to carry weapons such as knives or carry a weapon as protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults/professionals and they are not treated as victims. Specific forms of CCE can include children being forced to threaten serious violence to others, vehicle theft, shoplifting and transport drugs or money through county lines.

What is county Lines?

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Any child can be exploited, no matter their background. Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram and mobile devices. More information about Child Sexual Exploitation is available at:

<https://www.wigan.gov.uk/WSCB/Professionals/index.aspx>.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration or nonpenetrative acts. Child sexual exploitation does not always involve physical contact; it can also occur through the use of

technology, such as involving children in the production of sexual images, forcing children to watch sexual activities and grooming a child in preparation for abuse via the internet.

CSE can be a one off or occur over time and can happen without the child's knowledge for example others sharing images of them online.

CSE can affect any child any child coerced into engaging in sexual activities, this includes 16- and 17-year-olds who can legally give consent. Some children do not realise they are being exploited and will believe they are in a romantic relationship.

Some of the following can be indicators of both CCE and CSE:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Both CSE and CCE involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it's also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Also available is the online training <http://www.paceuk.info/the-problem/keep-them-safe/>

If you are worried that a child or young person you know may be being exploited Children, young people, families, and members of the community should call Children's Social Care on the relevant numbers listed on page 7 or other appropriate LA contacts.:

Or other appropriate LA contacts.

12. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators that a girl is at risk of FGM

- Victims are likely to come from a community that is known to practice FGM
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has undergone FGM
- Girls taken abroad at start of school holidays
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A professional hears reference to FGM in conversation e.g., a child may tell other children about it.

Indicators that a girl has undergone FGM:

- a. Girl may have difficulty walking, sitting or standing
- b. May spend longer in the bathroom or toilet owing to difficulties in urinating
- c. Recurrent urinary tract infections or complaints of abdominal pain
- d. spend longer periods away from the classroom
- e. Young girls refusing to participate in P.E. regularly without a medical note
- f. Prolonged absence from school with noticeable behaviour changes on the girl's return

If staff have a concern regarding a girl that might be at risk of FGM they should inform the Designated Safeguarding Lead immediately and activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. If it is believed that there is an immediate risk of FGM then this should be reported to the Police. Since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place (see following section).

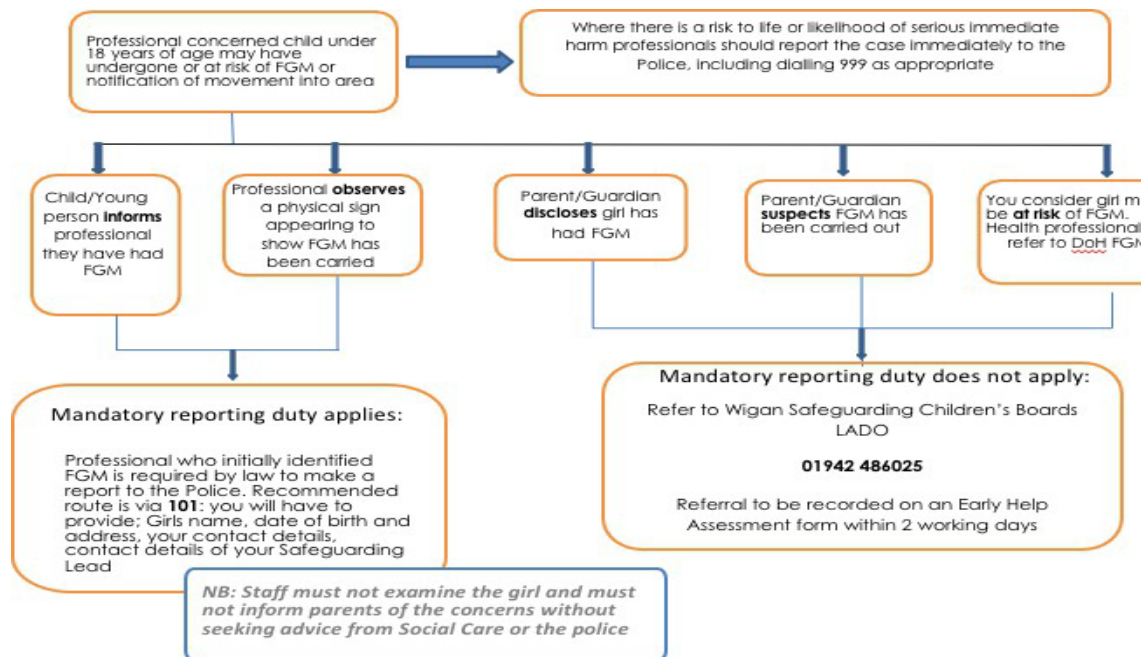
Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out, by telephoning 101. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and contact the Safeguarding Hub.

More information about FGM is available on the Wigan Safeguarding Children website: which is <https://www.wigan.gov.uk/WSCB/Professionals/Cultural-issues.aspx> in the Cultural Issues section and online training is available for staff see attached link: Female Genital Mutilation (FGM)



13. Honour Based Abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses 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. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. 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.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. Forced marriage is one entered in to without full and free consent from both parties and where threats, violence or any other form of coercion is used. The Forced Marriage Unit has created multi-agency guidelines, which can be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage)

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Indicators

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

For further information on Breast Ironing and Honour Based Violence follow the links below:

- http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html
- http://greatermanchesterscb.proceduresonline.com/chapters/p_breast_ironing.html

14. Radicalisation

Protecting children from the risk of radicalisation is seen as part of the school wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to susceptibility which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Any referrals to the Channel programme must be recorded on Databridge using the Channel referral event.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The school will ensure that the governing body and proprietors of the school ensure the safeguarding arrangements consider the policies and procedures of the Home Authorities Safeguarding Partnership.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The school is best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, we will ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. The school will ensure that children are safe from terrorist and extremist materials when accessing the internet. We will ensure that suitable filtering is in place. We will teach students about online safety more generally as part of their curriculum.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to compliment the Prevent guidance and signpost other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in

Education are listed in the CTSA 2015 as partners required to co- operate with local Channel panels.

More information can be found on the website of Wigan’s Safeguarding Children Board. When it is suspected that a student is vulnerable to radicalisation or there are concerns regarding a student’s behaviour, the process is to refer to:

<p>Wigan - Call the Wigan Children first partnership hub for advice on 01942 828300. https://www.wigan.gov.uk/Resident/Crime - Emergencies/Counter-terrorism/Prevent-terrorism.aspx Refer to Wigan PSR (MASH)(Wigan.mash@gmp.pnn.police.uk)</p>	<p>St Helens MASH team for advice on 01744 676767 https://www.sthelenssafeguarding.org.uk/scp/workforce/prevent</p>	<p>Warrington MASH team for advice on 01925 443322 Referrals should be sent to: https://www.warrington.gov.uk/prevent-referral prevent@merseyside.police.uk childreferral@warrington.gov.uk</p>
<p><u>Sefton MASH for advice - 0151 934 4013/4481.</u> <u>Sefton Safeguarding Children Partnership - (seftonscp.org.uk)</u></p>	<p>Salford – 0161 603 4500 https://www.salford.gov.uk/people-communities- and-local-information/the-prevent-duty/#:~:text=What%20is%20Prevent%3F,and%20terrorist%20ideology%20and%20behaviour</p>	<p>Liverpool: 0151 7774878 <u>Prevent radicalisation - Liverpool City Council</u></p>
<p><u>Bolton</u> <u>Call Bolton safeguarding team on 01204 331500</u> <u>Safeguarding Against Harmful Radicalisation – Bolton Council</u></p>	<p>Lancashire <u>Call Lancashire safeguarding team on 0300 123 6720/ 01772 413398</u> <u>Report radicalisation (Prevent) - Lancashire County Council</u></p>	<p>Nottinghamshire Prevent Duty Nottinghamshire Police Prevent Team. Telephone: 101 ext. 800 2962/2963 or prevent@nottinghamshire.pnn.police.uk.</p>
<p>Prevent/channel online training is available via the link attached: http://course.ncalt.com/Channel_General_Awareness/01/index.html</p>		

Other

Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with a child.

15. Voyeurism

'Upskirting' has been included in the list of examples of forms of Child-on-Child abuse with its definition as follows "[Upskirting] typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

All staff are made aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders." Voyeurism has been added to the behaviour categories within DatabridgeMIS and can be monitored in monthly reports.

16. Child on Child Abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. The school will ensure that:

- procedures are in place to minimise the risk of child-on-child abuse
- systems are in place for students to confidently report abuse, knowing their concerns will be treated seriously
- allegations of child-on-child abuse are recorded, investigated, and dealt with (DatabridgeMIS)
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- it recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- there is a zero-tolerance approach to abuse, and it will never be passed off, for example, as “banter”, as this can
 - lead to a culture of unacceptable behaviours and an unsafe environment for children
- it recognises that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between peers/children
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment.
 - Online abuse in the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

For further information please refer to the Child-on-Child Abuse Policy (ELWS-ORG-013(v2))”

17. Sharing of nudes and semi-nudes

How to respond to an incident

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and will be managed in line with this policy

What do we mean by sharing nudes and semi-nudes?

UKCIS (2024) defines the sharing of nudes and semi-nudes as:

“the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. Nudes and semi-nudes can be shared online via social media, gaming platforms, chat apps or forums or involve sharing between devices using offline services”

It could also involve sharing between devices via services like Apple’s Airdrop which works offline. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. The motivations for taking and sharing images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. (This is a form of child sexual abuse and must be referred to the police as a matter of urgency).

What to do if an incident comes to your attention?

Report it to the DSL immediately. The following codes of practice MUST be followed.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from

the DSL.

18. Relationship and Sex Education

Relationships and sex education (RSE) is lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of strong, loving relationships as a basis of family life, respect, and care. It is also about the teaching of sex, sexuality, and sexual health. At the School, we recognise the importance of this area of learning. Sex and relationships education is an integrated part of our PSHE/Skills for Life scheme of work, and as such has a well thought through progression for the children who move up through the school. The class teachers have a clear set of objectives to deliver in each class and are responsible for the delivery of the lessons and activities needed to cover these objectives. The programs of study are regularly reviewed, as is our approach to the teaching of sex and relationships education. In teaching these subjects school must have regard to the statutory guidance, 38 which can be found here (revised for introduction September 2026). [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

We recognise the importance of a child's relationships with others and their understanding of how to help them to be positive and resolve conflict. As the children in our school grow and mature, we want them to develop their self-confidence and self-awareness, along with learning to take responsibility for their own happiness and their own actions: recognising that their actions have consequences for themselves and others. We understand that sometimes relationships don't feel positive and that emotions of all kinds can be incredibly powerful. Through our PSHE curriculum children at the school are sensitively prepared for adolescence and the physical, emotional and social aspects involved in that stage of development

PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. In addition, we will utilise appropriate external agencies such as 'Locala' to support the delivery of the curriculum. Any external agencies will be subject to the 'External Visitors and Speakers Policy' and will be thoroughly vetted prior to any commission.

19. Indicators of Abuse and Neglect

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time
- Demonstrate age-inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children
- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is not the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

20. Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a

continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence: It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. School should be aware that sexual assault covers a wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breast/genitalia without consent can still constitute sexual assault.
- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. A child under 13 can never consent to any sexual activity.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised name
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media and
 - sexual exploitation coercion and threats

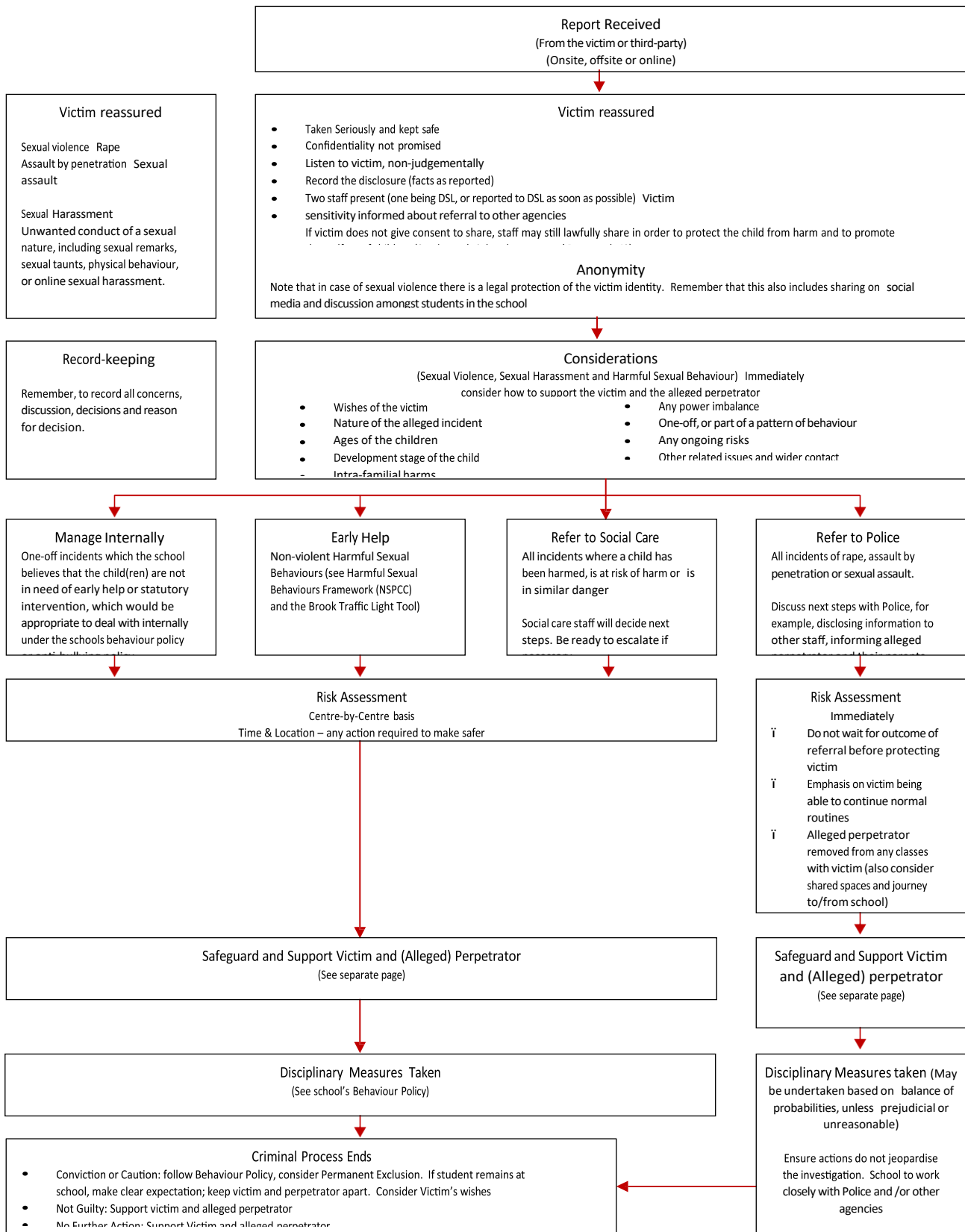
The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a

report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the schools' policies and procedures. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). It is important school staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or deputy). Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

For further information please refer to the Sexual Violence and Sexual Harassment Policy (ELWS v4)

<https://www.expanselarning.co.uk/wp-content/uploads/2021/11/ELWS-ORG-009-Sexual-Violence-and-Sexual-Harassment-Policyv3.pdf>



21. Online Safety

We firmly believe that E-safety is not a one-off topic and as a result we use the UKCIS Educated in a connected world Framework as the basis of our curriculum. We use this Framework to:

- Deliver a rich, effective, and developmental curriculum, which will support young people to be safe, healthy, and thriving online
- Audit and evaluate existing provision of online safety education
- Coordinating delivery of online safety education throughout the curriculum
- Improving engagement across the wider school community on issues related to online safety
- Developing effective training for staff and governors
- Online safety is a whole school issue, including filtering and monitoring.

The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and ICT. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

Filtering and Monitoring

School have implemented the 'Meeting digital and technology standards in schools and colleges' guidance.

Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk)

This will be reviewed regularly, at least 12 monthly. All staff have been provided with an A4 document to support them meeting the new requirements.

Roles and responsibilities

Governors and proprietors will have overall strategic responsibility for filtering and monitoring and will require assurance that standards are being met.

Ed Hanley as Headteacher and Lorraine Woosey as named governor will be responsible for ensuring these standards are met. They will be supported by Lisa Heyes (DSL), who will take lead responsibility for safeguarding and online safety and the ICT Manager, who will technical responsibility for maintaining filtering and monitoring systems, providing filtering and monitoring reports and complete any actions following concerns and/or checks to the systems. All staff complete the relevant training.

All staff must also take responsibility for monitoring the systems and should report if:

- Abbreviations or misspellings allow access to unacceptable content
- See or suspect unacceptable content can be accessed
- Unacceptable content is accessed
- Failure or abuse of the system(s)
- Teaching content that can cause a spike in monitoring logs
- Perceived unreasonable restrictions

As part of the curriculum, we also make students fully aware of how to get support when they are not in school in relation to online safety. Our students know to report an incident appertaining to child exploitation and online protection that they can use the reporting tool situated at the bottom of our website. We also have specific safeguarding emails that are controlled and monitored by our dedicated safeguarding team out of school hours.

Safety and Security within online lessons

We have a number of measures in place to mitigate against the potential misuse of our IT Infrastructure. These include:

- [Microsoft Defender for Endpoint \(MDE\)](#) – All Laptops (Windows & Macs) are protected via this software. Web-filtering, DNS filtering and Firewall [protections](#) are regularly updated.
- [Microsoft Defender for Endpoint \(MDE\)](#) – An advanced endpoint security solution that provides antivirus and anti-malware protection, enhancing security and compliance across laptops, desktops, and mobile devices.
- Microsoft Intune – All devices are provisioned with our company IT policies. Intune controls all the student laptops i.e. apps, personalised profiles and additional web-filtering etc

- Azure Active Directory (Azure AD) – Cloud-based accounts for students and staff, secured with multi-factor authentication (MFA) for enhanced protection.
- Apple School Manager (ASM) – All iPads are provisioned, managed, and monitored through ASM and Intune.
- Office 365 – All Students and staff automatically comply with our pre-set IT Data Loss Prevention (DLP) policies to prevent the loss of sensitive information.
- Senso – An online safeguarding platform for educational organizations, designed to protect students by monitoring their activity on school devices and networks to identify and flag potential risks. It offers features such as screen monitoring, keyword detection, content filtering, and AI-powered risk assessment to detect inappropriate content, cyberbullying, signs of distress, and other harmful behaviours.

22. Teaching Children how to keep safe

The government has published a new guidance document 'Teaching online safety in school (DfE, June 2019) that emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, students, and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

KCSIE 2025 categorises the risk in to 4 main areas:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom and exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to Anti-Phishing Working Group.

Teaching children how to keep safe as part of the PSHE & RSE curriculum, children are taught about safeguarding including on-line. Particular attention is paid to helping children to adjust their behaviours in order to reduce risks and build resilience, with particular attention to the Internet, texting, and other means of social media. At the School these practices are delivered through the PSHE and ICT curriculum in an age-appropriate manner. Children will be taught the risks posed by adults and young people and peers, who use the internet and social media to bully groom and abuse children.

The school will include the following underpinning knowledge and behaviours:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

It is the intention of the school to educate our students of the comprehensive risks of the internet and how harmful it can be. It is easy to see the potential harms and the school will communicate them in a safe and beneficial way, so that students remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation, and hoaxes

- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites...hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health, and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders
- FMSE

Staff must be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a student may be prompted to disclose about something that may have happened online. The 'Designated safeguarding lead' will be consulted when considering and planning any safeguarding related lessons or activities (including online) as they are best placed to reflect and advise on any known safeguarding cases, and how to support any students who may be especially impacted by a lesson'.

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication, and education. However, we know that some men, women, and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home, and we support parents and children understand the possible risks. As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we will ensure we have appropriate filters and appropriate monitoring systems in place. The school ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. We use the UKCIS materials as the basis for this curriculum.

Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

23. What the school should do if they have concerns about a child

The school staff who have concerns about a child must raise these with the school's designated safeguarding lead - Mrs Lisa Heyes (lead) or any of the other safeguarding officers highlighted earlier in the policy.

It will be the responsibility of the designated safeguarding lead to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

The Department for Education has produced advice 'What to do if you are worried a child is being abused' – Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

If an incident happens outside normal school time or during an out of school activity, and neither the designated safeguarding lead, nor the Head, nor any other senior staff member is available, then the member of staff will contact the Police or the Children's Social Care within the Children's Services Department of the Local Authority as soon as possible. The member of staff will inform the Designated Person, Head, or other senior member of staff as soon as possible.

Practitioners Quick Guide to making a referral about the safety or welfare of a child.

See annex for the referral diagram

What school or college staff should do if they have concerns about safeguarding practices within the school:

- Staff and volunteers must raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's management team.
- The Expanse Learning Group whistle blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the Director.
- If you have any concerns about a child in your workplace you should raise this with the Designated safeguarding lead or a designated safeguard officer.

You can also refer to the NSPCC Whistleblowing Advice Line if:

- you think your concern won't be dealt with properly or may be covered-up
- you've raised a concern, but it hasn't been acted upon
- you're worried about being treated unfairly.

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

Contact details: Contact the Whistleblowing Advice Line

- Call [0800 028 0285](tel:08000280285)
- Email help@nspcc.org.uk
- <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Responding to a Child making a Disclosure.

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present.

In these situations, staff are required to:

- Listen to the student, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.

- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant Designated Safeguarding Lead (see Appendix 3) to record the information.

Managing allegations against those who work with children.

24. Low level concerns about staff behaviour

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteer or contractors.

The school recognises the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers, contractors, guest speakers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Director who can be contacted by Richard.king@expansigroup.co.uk

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher or other appropriate member of the senior leadership team.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school, this is known as transferable risk).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers, and contractors.)

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

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

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely, and comply with the Data Protection Act 2018 and records will be retained for the duration of the persons employment plus 3 years.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety, and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO). The Local Authority Designated Officer in Wigan:

- Email: lado@wigan.gov.uk
- <https://www.wigan.gov.uk/WSCB/Professionals/LADO.aspx>

25. Allegations against the Headteacher

Allegations against the Headteacher must be made directly to the Director (Richard.king@expansegroup.co.uk) then a suitably skilled governor will be appointed to manage the allegation.

Complaints about a member of the governing body must be made directly to the CEO (tony.brown@expansegroup.co.uk) If

the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 1 will be considered by the Director of pre-16 Programmes. At the conclusion of their investigation, the independent investigator will provide a formal written response.

26. Children who are absent from education.

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. If a student fails to attend on the agreed or notified start date, the school should undertake reasonable enquiries to establish the student's whereabouts and notify the local authority at the earliest opportunity.

All schools must inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Expanse Learning Wigan School work in partnership with Wigan Local Authority attendance service via a commissioned service level agreement. A child missing school can be a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff report immediately to the DSL, if they know of any child who may be:

- Missing – whereabouts unknown and unable to make contact (as a result of making reasonable enquiries)
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The school have in place appropriate safeguarding policies, procedures and responses for children who are absent from education, particularly on repeat occasions. Staff must be alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

The school will inform the local authority before any student is deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g., home education.
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- have been certified by their GP as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or have been permanently excluded.
- It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, they should complete the 'Children Missing Education' referral form. This form should be submitted once the school has completed reasonable enquiries but failed to locate the student following 10 days of absence. This should be submitted to CME@wigan.gov.uk The Early Help Hub with complete further checks before it is agreed that the student can be removed from roll. Where there are concerns in relation to safeguarding or child protection issues contact the Children First Partnership Hub on 01942 828300. All cases of children and young people missing education or at risk of doing so should be reported. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision, they should still make a referral

Elective Home Education

Schools should inform the local authority when a child is being withdrawn to Electively Home Educate (EHE) this allows the local authority EHE team to oversee suitability of education as outlined in Elective Home Education Guidance for local authorities¹ and Elective home education guidance for parents and carers². This guidance is applicable to school practice and safeguarding duty.

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:
(a) to his age, ability and aptitude, and
(b) to any special educational needs he may have, either by regular attendance at school or otherwise."

1 Elective home education: departmental guidance for local authorities (publishing.service.gov.uk)

2 Elective home education: guide for parents (publishing.service.gov.uk)

When a parent writes to inform school of their intention to withdraw a child the DfE recommends that the school arrange a meeting with the parent/guardian to discuss the reasons to withdraw. Wigan EHE team would recommend this is a member of senior leadership team, DSL or inclusion manager to support the parent to consider the wider implications of EHE as set out in guidance.

School should contact the local authority EHE team for further information via ehe@wigan.gov.uk

27. Looked after Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will ensure that our staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Virtual school heads receive student premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified for the child's education. Ed Hanley, Head teacher is the designated lead teacher for Children Looked After.

A guide is available for Wigan Schools and their teachers. The guidance is designed to help schools ensure that their policies and practices are fully inclusive of the needs of looked after children. Wigan (Looked After Children) Virtual Schools

Wigan (Looked After Children) Virtual Schools Guidance and Process.

<https://www.wigan.gov.uk/Resident/Education/Educational-support/Virtual-School-Team.aspx>

Private Fostering – Looking after someone else's child.

Many people do not realise that by law Wigan Council must be notified when parents make arrangements for their child to be cared for by friends, neighbours or extended family for more than 28 days. When parents make plans for their child to be cared for like this it is called a Private Fostering Arrangement. Private Fostering happens for lots of different reasons some of which include:

- Children living with a friend's family as a result of separation, divorce or problems at home
- Children sent to this country for education or health care by birth parents living overseas
- Teenagers living with the family of a boyfriend or girlfriend
- Teenagers who have broken ties with their parents and are staying with friends or non-relatives
- Those living with host families whilst pursuing courses of study

What do you need to do?

- If a member of staff believes a child may be privately fostered, they must inform the designated safeguarding lead, who will inform the local authority .

28. Children with special educational needs and disabilities

Children with special educational needs (SEN) or certain health conditions and disabilities can face additional safeguarding

challenges. The school will ensure that our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- these children being more prone to peer group isolation or bullying.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Communication barriers and difficulties in managing or reporting these challenges.

29. Physical Restraint

The Education and Inspections Act 2006 confirmed the right of staff (those fully employed by the school) to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

The explanatory notes to the Act give an example of 'reasonable force' - leading a student by the arm to enforce an instruction to leave the class. However, nothing in the law concerning the use of reasonable force legitimizes corporal punishment. Where a school has students with known severe behavioural difficulties, only trained staff are allowed to use restraint techniques. The member of staff must be trained in the technique that is to be used. No staff can physically restrain students exhibiting extremes of behaviour unless so trained.

Circumstances Where Physical Restraint may be Justified.

- Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first.
- Whenever possible, the age, level of understanding and gender of the student should be considered. In addition, staff should be mindful of any student who is on the Child Protection Register.
- If there is a need to restrain a student with known behavioural difficulties, only staff trained in appropriate restraint techniques should attempt to restrain such students.
- The Governors recognise that in some instances (such as stopping a student who is running down a corridor) staff may have to act quickly, and without having the time to consider all the circumstances.

Examples of behaviour likely to lead to restraint:

- physical attack by a student on an adult or another student
- deliberate damage to school property
- a student behaving in a way which places others at risk, e.g., pushing, tripping on a staircase, rough play or running in a corridor.
- preventing a student running into a busy road.
- refusal by a disruptive student to leave the classroom.

Restraint is not a punishment and must not be used as such. Assistance

should be sought whenever possible.

- the student(s) should be told that this has been done.
- any other students who are at risk should be removed.
- the use of restraint in a one-to-one situation should be avoided, witnesses are important.

Restraint should not lead to injury: staff should not:

- hold a student around the neck or collar, or in a way that might restrict breathing.
- slap, punch or kick.
- twist or force limbs against a joint.
- trip.
- hold or pull by the hair or ear; or
- hold a student face down on the ground.

30. Use of school premises for non-school activities

School do not currently hire out the premises, however if we do in the future, we will pay due regard to the government guidance in KCSIE.

31. Responding to use of drones by members of the public

Most drones will be equipped with video and still cameras which can obtain high-quality images from several kilometres away. Members of the public (people who are not associated with Expanse Learning's community or otherwise engaged by Expanse Learning) must not fly drones within or above Expanse Learnings grounds or photograph our buildings, grounds or student without explicit prior approval from the Board of Directors.

Additionally, members of the public are not permitted to photograph or video students. This applies to members of the public using drones for recreational or commercial purposes.

Approval requests should provide details of the size of aircraft to be used, evidence of the required pilot licences and operator's certifications, flight plans, insurance coverage and evidence of CAA notification.

Any concerns about unmanned aircraft being used in close proximity to our premises either from a safety or privacy perspective MUST be reported immediately to the local police on 101

The Police often have greater resources, response times and powers of investigation than the CAA. To support this, the CAA has now agreed with the Police, in a signed Memorandum of Understanding that the Police will take the lead in dealing with unmanned aircraft misuse incidents, particularly at public events, that may contravene aviation safety legislation or other relevant criminal legislation.

The CAA's remit is limited to safety and does not include concerns over privacy or broadcast rights.

Privacy issues are covered by the [Information Commissioners Office \(ICO\)](#) and will not be dealt with by the CAA.

32. Physical Contact with Vulnerable Students

Normally all staff should avoid physical contact with students. It is accepted that some more vulnerable students, and particularly those with Special Educational (and emotional) Needs may require more physical contact than other students in order to assist with their everyday learning. It is crucial that any physical contact from a member of staff is appropriate to their professional role and in accordance with the school's policies on which restraint techniques may be used and by whom.

Except in an emergency, only trained staff should use restraint techniques on vulnerable students with behavioural difficulties, and the techniques which may be used are only the ones that the member of staff is trained to use.

Specific arrangements should be:

- understood and agreed by all concerned.
- justified in terms of the student's needs.
- consistently applied.
- open to scrutiny; and
- reviewed regularly.

When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, and background. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible on the school's MIS system Databridge using the 'Pastoral Event'.

Guidance on supervising students in changing rooms

Department guidance The Department for Children, Schools and Families, now the DfE, published guidance on safer working practice for adults who work with children and young people in education settings. It says:

Students are entitled to respect and privacy when changing for activities. Staff should supervise the changing room areas, being on-hand for students when necessary, and staff of the same gender as the students may enter the changing room for a purpose

such as having concerns over students' behaviour, remaining in the changing room for lengthy periods of time is not recommended and staff should be sensitive to the students' right to privacy. On the occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention of entering changing rooms
- Be in the same room as younger children when changing

This means that adults should not:

- Change in the same place as children
- Be otherwise engaged during the changing of older children (e.g., photocopying, marking)

All students should be treated fairly and with respect for their privacy and dignity. All students will get changed separately, with either the girls or boys (depending on gender) getting changed in the designated changing areas.

The staff member responsible must be in immediate proximity to the changing children i.e., outside the door, in the corridor, between the two changing spaces, possibly making a quick check in every few minutes.

Students should be made aware that the adult will enter the room, with a verbal warning allowing time to cover up, if it is deemed necessary. No adult is to stay in the room with the students but may enter if required. There is no statutory requirement for students to be supervised at all times. If possible, a responsible student should be appointed who are discreetly asked to report any incidents arising in the changing room, or to alert the member of staff to any situation that requires intervention. When changing, the students are to be given a time limit to ensure that they change quickly.

33. Equality and Diversity/ Lesbian, gay, bisexual, or gender questioning

The school understands that promoting equality and diversity and tackling discrimination is essential in safeguarding the students. The school has an anti-bullying policy that covers harassment and discrimination.

See KCSIE (2025)

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children who are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether or not) can be just as vulnerable as children who identify as lesbian, gay, bisexual or gender questioning.

Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to the Pastoral staff or any trusted adult.

34. Private Fostering

Most children and young people spend some time away from their home staying with relatives and friends. In cases where children/young people may stay for longer period of time special procedures may apply. If a child or young person is under 16 (or if disabled under 18) and living with a family member or friend for longer than 28 days this is then seen as Private Fostering. This does not have to be continuous; if a child/young person is staying with family members or friends that add up to 28 days or longer in any period of time this may then be seen as Private Fostering.

Private Fostering is an arrangement made by the parent with the carer who has agreed to look after the child/young person on their behalf. In some circumstances they may not have agreed, or the circumstances of their living arrangements raises health, welfare, and safety concerns for the child/young person.

Our responsibilities.

Expanse Learning Wigan School fully recognises its responsibilities regarding Private Fostering ensuring staff are fully aware on how to identify a child/young person and the circumstances around Private Fostering. This includes a duty to report any

instances to the local Authority if it is believed the child/young person is possibly living in a Private Fostering arrangement.

Our Policy

Under the Children Act, 1989, the Local Authority has a duty to make sure a Private Fostering arrangement that the child/young person is in provides for their needs and safeguards his/her welfare. ELWS will ensure all Staff, Governors and Volunteers in the school are aware of this duty.

If a member of Staff, Governor or Volunteer becomes aware that a child/young person may be living in a Private Foster arrangement it is the responsibility of that person to report the details to the School's Designated Safeguarding Lead (DSL) who will then make further enquiries to try and establish the circumstances. The Safeguarding Lead should seek advice from Children's Social Care as to whether the child/young person is in a Privately Fostered arrangement under the regulations.

If this is confirmed upon taking this advice a referral will be made by the DSL to Children's' Social Care. Essential information for making a referral includes:

- Full names and dates of birth for the child
- Address and daytime phone numbers for the current carer including mobiles
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral.

Additionally, the referrer should include (if possible):

- Address and daytime phone number of the parent/parental responsibility holder
- Address and phone numbers of any other family members
- Any other helpful information regarding the parent/parental responsibility to assist an understanding of why this child/young person is not living with them.

The school will work together with Local Authorities to help safeguard and promote the child/young person's safety and welfare.

Roles and Responsibilities

All Staff, Volunteers and Governors have responsibility for the following:

To ask parents/carers questions about their relationship with the child/young person if this is unclear, confusing, or concerning

To follow up any discussion with a child/young person about their living arrangement when it is unclear, confusing, or concerning

To have robust consent/trips/outings letters which clearly define the child's relationship to the adult giving consent. If a child or young person is living in a Private Fostering arrangement:

- To work with, monitor & report to the Local Authority ensuring the child/young person's needs, safety & welfare are being met whilst in a Private Fostering arrangement.
- To assist with advising and supporting the carer(s) to undertake their duties whilst the child/young person is living with them in a Privately Fostered arrangement.

Management of the Policy

The DSL/s will ensure they are familiar with this policy regularly updating all staff, Governors and Volunteers regarding the legal requirements, and duties. The DSL will endeavour to read and cascade information to school staff on a regular basis.

Useful Telephone Contact Numbers

Children’s Social Care: Child Protection Unit: Duty Team:	01942 828300
Children First Partnership Hub:	01942 828300
Local Authority Designated Officer (LADO):	01942 486042
Wigan Safeguarding Children Board	01942 486025
Emergency Duty Team – Out of Hours:	01942 828300
Police Public Protection Investigation Unit (Child protection):	0161 8567955 / 0161 8564101

35. Summary of the Child Protection and Safeguarding Children Policy

These procedures are for Teaching, Non-Teaching, Contractors, Supply Staff and Volunteers. The summary of this policy and procedures is shown below and an electronic copy will be issued to all school staff both permanent and temporary, and also to any volunteers or contractors who work with the children. All teaching, non-teaching, volunteers, contractors, and staff engaged or employed by Expanse Learning Wigan School have a duty to report and refer any concerns they may have to the Designated Safeguarding Lead who has overall responsibility for child protection matters.

The relevant members of staff are:

<p>Designated Safeguarding Lead</p> <p>(DSL) Lisa Heyes (01942 877715)</p>	<p>Designated Safeguarding Officers (DSO)</p> <p>Richard King (07715 681 248) Ed Hanley (01942 877715) Lhiana Brown (01942 877715)</p> <p>Adam Sherlock (01942 877715) Ella Heyes 01942 877715 Millie Ansell 01942 877715 George Heyes 01942 877715 Lisa Blakeley 01942 877715 Paul Barton 01942 877715</p>
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Definitions/categories of abuse are shown below, teaching, non-teaching volunteers, contractors and staff engaged or employed by Expanse Learning Wigan School are expected to familiarise themselves with them.

<p>Physical Abuse</p> <ul style="list-style-type: none"> ▪ Physical attack of any form ▪ Giving of drugs including alcohol ▪ Excessive training in sport 	<p>Neglect</p> <ul style="list-style-type: none"> ▪ Persistent failure to meet basic needs ▪ Failure to protect from harm ▪ Failure to ensure access to medical treatment ▪ Leaving a child without supervision
<p>Sexual Abuse</p> <ul style="list-style-type: none"> ▪ Penetrative or non-penetrative acts by males or females ▪ Showing of pornographic material 	<p>Other</p> <ul style="list-style-type: none"> ▪ Any actions that single out a student for special attention and could therefore be interpreted as ‘grooming’ a student (or a child who is linked to the school in some way) ▪ Staff need to be fully aware of the dangers and risks associated with electronic communications. ▪ Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with a child. ▪ A child may seek out an individual teacher/adult to share information ▪ specifically, about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.
<p>Emotional Abuse</p> <ul style="list-style-type: none"> ▪ Persistent lack of affection ▪ Constant threatening behaviour ▪ Constant overprotection ▪ Unrealistic pressure to perform to high expectations ▪ Exposure to violence to other(s) within the child’s household 	

Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred

should:

Receive	<ul style="list-style-type: none">▪ What is said▪ Accept what you are told – you do not need to decide whether or not it is true▪ Listen without displaying shock or disbelief.
Reassure	<ul style="list-style-type: none">▪ The child▪ Acknowledge their courage in telling you▪ Do not promise confidentiality▪ Remind them they are not to blame – avoid criticising the alleged perpetrator▪ Do not promise that “everything will be alright now” (it might not be).
React	<ul style="list-style-type: none">▪ React calmly, respond to the student but do not interrogate▪ Avoid leading questions but ask open ended ones▪ Clarify anything you do not understand▪ Explain what you will do next i.e. inform the Designated Person for Child Protection.
Record	<ul style="list-style-type: none">▪ Make notes as soon as possible – during the interview if you can▪ Include:<ul style="list-style-type: none">○ Time / Date / Place○ The student’s own words – do NOT assume: Ask “Please tell me what means”.○ Describe observable behaviour○ Do not destroy your original notes – they may be needed later on
Support	<ul style="list-style-type: none">▪ Consider what support is needed for the child – you may need to give them a lot of your time▪ Ensure you are supported – such interviews can be extremely stressful and time consuming▪ Talk to your Designated Safeguarding Lead/Head teacher/Line Manager

THE SCHOOL is

“committed to safeguarding and promoting the welfare of children”

36. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

Impact of non-compliance:

Staff:	Disciplinary action, prosecution, prohibition from teaching.
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Safeguarding Lead/Governor
Policy Reference:	ELWS-SAFG-POL-0001
Version:	19
Agreed policy location:	NOS and Company Website
Review Schedule:	12 Months
Does the policy require Governor approval?	Yes

Version Control

Version	Date	Revision	Review Date
1	29/04/2019	First Issue	28/04/2020
2	01/05/2019	Removed an ex-employee from the policy. Updated the <u>NEW</u> Single Point of Access for Help and Protection of Children for Wigan Local Authority	28/04/2020
3	09/07/2019	Transferred to the new policy template. Added the following sections as in line with KCSIE (2019): - Voyeurism - Teaching Online Safety in Schools - Updated key legislation and dates - Sex and Relationships Education	31/08/2020
4	01/09/2020	Policy reviewed in line with KCSIE (2020), DSL and DSO changed. CCE and allegations section added.	31/08/2021
5	10/03/2021	Added section 12 'Sharing nudes and semi-nudes & updated contact information	31/08/2021
6	29/04/2021	Child-on-Child Abuse added into Section 12, Private Fostering added into Section 25	31/08/2021
7	01/09/2021	Policy reviewed in line with KCSIE (2021) Reviewed all sections. Added section 6, 7, 8 and 20	31/08/2022
8	01/02/2022	Review and updated	01/09/2022
9	01/09/2022	Policy reviewed in line with KCSIE 2022	31/08/2023
10	08/11/2022	Policy updated with reference to Unmanned Drone guidance released by DfE	31/08/2023
11	26/01/2023	Operation Encompass information updated	01/09/2023
12	01/09/2023	Policy reviewed and updated in line with KCSIE 2023	01/09/2024
13	01/11/2023	Updated	01/09/2024
14	24/03/2024	Updated	01/09/2024
15	03/09/2024	Policy reviewed and updated in line with KCSIE 2024	01/09/2025
16	04/10/2024	Updated allegations on Page 26	01/09/2025
17	26/03/2025	Updated Page 24	01/09/2025
18	03/09/2025	Reviewed and Updated in line with KCSIE 2025	03/09/2026
19	12/01/2026	Removed Wigan LADO phone number, no longer monitored and requested to be removed from all policies by Wigan LA.	12/01/2026

Appendix 1 - Children Policy for Parents and Carers Introduction


THE SCHOOL will strive to ensure that all students remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day-to-day contact with students, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school without delay and explain the cause.

<p>Principles</p> <ul style="list-style-type: none"> - Children have a right to be safe. - Parents have a right to be informed. - Children are best protected when parents and school can work together. 	<p>Prevention</p> <ul style="list-style-type: none"> - School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights and encourages them to speak about any concerns. - The school will also address the issue of children's safety through the curriculum.
<p>Partnership</p> <ul style="list-style-type: none"> - School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary. 	<p>Responding to Concerns</p> <ul style="list-style-type: none"> - School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department. - School will consult with other agencies when it has concerns that a child may have been abused or neglected. - School will discuss with parents/carers any concerns they have about their children. - Parents/carers will be kept informed about what has happened.
<p>Child/Child Abuse</p> <ul style="list-style-type: none"> - Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. - All concerns about possible sexual abuse will be referred immediately to Children's Social Care. 	<p>Child Protection Strategy Meeting and Conferences</p> <ul style="list-style-type: none"> - Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. - This information will be shared with parents beforehand if possible. - School will keep confidential child protection records separately from a student's academic and other school records.
<p>Confidentiality</p> <ul style="list-style-type: none"> - Information from any source, including parents, about possible child abuse cannot be kept confidential. - Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it and will be kept strictly confidential by them. 	

If parents have concerns about the safety or wellbeing of their child, they should contact:

Mrs L Heyes, Designated Safeguarding Lead, Mr R King, Mr E Hanley, Ms L Brown, Mr M Wildman, Mr A Sherlock, Ms E Heyes, Ms M Ansell, Mr G Heyes, Mrs L Blakeley, Mr P Barton Designated Safeguarding Officers

Proprietor:	Signature:
Tony Brown	
Date: 12/01/2026	

Role of the Designated Safeguarding Lead

The school will appoint an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection. This will be explicit in the role-holder's job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Role of the Designated Safeguarding Officer

The Designated Safeguarding officer has a responsibility at both a strategic level within the organisation and on a day-to-day basis. Key Aspects of the Designated Person role includes:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Responsible for Safeguarding and online safety

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases to the Channel programme where there is a radicalisation concern as required.
- support staff who make referrals to the Channel programme.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

Work with others

The designated safeguarding lead is expected to:

- liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.
- Be aware of the requirement for children (investigated by the police) to have an Appropriate Adult <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to and understands the school or college's child protection policy and

- procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- are able to keep detailed, accurate, secure written records of concerns and referrals.
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

- ensure the school or college's child protection policies are known, understood and used appropriately.
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the Local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection record is transferred to the new school or college with 5 days. This should be transferred separately from the main student record, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) will be expected to be available in person, where this is not possible, we will work with designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or video call using the organisations preferred method 'Microsoft Teams' or other such media is acceptable. The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities where necessary and appropriate.

Appendix 3 – Guidance for Safeguarding Records (Held on Databridge)

It is important that concern forms are fully completed in a timely way. The level of detail is very important. To help the safeguarding team respond appropriately, please follow the guidance below.

What is a “welfare concern”?

- Concerns may arise in one or more of the following areas:
- The child’s behaviour
- The child has a physical injury
- The child makes a disclosure or allegation
- The child’s physical presentation
- Information from or observation of behaviour of a parent

What do I record?

Using the Databridge Pastoral event ensure.

- This is dated and detailed – don’t use initials
- The incident / event / observation of concern is described clearly and concisely
- This is written using straightforward language and fact and opinion are differentiated.
- If recording a disclosure, the child’s own words are recorded and any questions you may have asked are included.
- Physical marks and injuries are recorded on a body map where appropriate
- Any action you have taken
- When using Databridge, scan in handwritten notes taken when a child makes a disclosure and body maps when there is a physical mark or injury and make reference to this in the chronology.
- Don’t report what other people have told you, they must complete their own concern form
- Only write about one child on Pastoral event (use separate entry for each child)
- Remember that reports can be used in court cases and inquests as primary documents, so they must be complete and accurate.
- If you jotted down your notes down on a piece of paper whilst talking to the student, then attach it to the completed Databridge entry.
- Contact a member of the safeguarding team (details can be found in the Safeguarding and Child Protection Policy)
- Avoid using emails to send any concerns, emails are insecure, get missed, go to the wrong person, and can’t be signed. Use methods that mitigate these risks i.e., Databridge, Egress etc.

If you are unable to access Databridge?

- Make notes on paper.
- Contact the Designated Safeguard Lead / Officer immediately.
- Ensure the notes are kept safe and confidential until such time they can be uploaded to the Databridge system.

How to record actions taken in response to staff concerns

When a Databridge entry is made it is important that you check this is sufficiently detailed and has been added by the staff member who has reported the concern. If a body map has been completed or there are any other documents referred to in the record, ensure these are attached or completed on the system.

It is important that you make a record of the action you take in response to the concern on the Databridge entry. The level of detail of this record will clearly depend on the nature and seriousness of the concern but may include.

- Requests to staff for monitoring specific aspects of the child’s presentation, behaviour, attendance etc.
- Discussions and telephone calls (with colleagues, parents and children / young people Social Care and other agencies or services)
- Professional consultations
- Letters sent and received
- Early Help Assessments and referrals (both for external and education-based services)

An effective method for storing single or infrequent records of concerns (if not using an electronic data base) is to file these in

alphabetically divided ring binder files. It may be helpful for larger / busier schools to use separate files for each Year group, this will assist you at the end of the Academic Year with meeting your responsibility to transfer records when children leave the school. The main storage area for such documents however is Databridge and this must be used by all staff unless in exceptional circumstances or unless pre agreed by the designated safeguarding lead.

A stand-alone individual record (DatabridgeMIS: Event Name: (ELWS) – Safeguarding & Event Name: (ELWS) - Pastoral Incident) for a child must be started when:

- Concerns for the child and consequently records of these and actions in school are increasing
- The child has been referred to Early Help
- You have been made aware of the involvement Staying Safe Services with the child / family and are contributing to multi agency assessments

Where concerns relate to more than one child from the same family at the school a separate record for each child should be created. Common records e.g., child protection conference minutes should be duplicated for each record where appropriate.

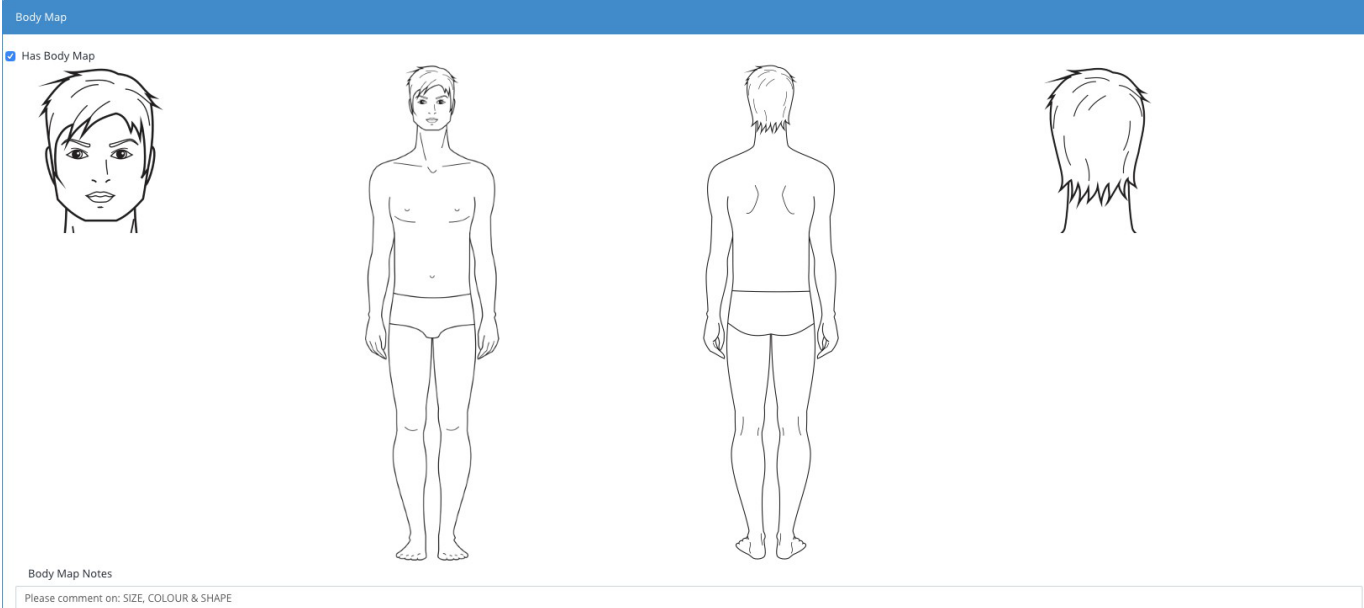
All records are held within DatabridgeMIS and conform to Expanse Learnings stringent Data Protection Policies and Procedures (see Appendix 9: Pastoral and Safeguarding Workflow) Reports can be generated highlighting any students who have had a Safeguarding entry and the amount of time and support that has been designated to the individual.

The statutory guidance implies that the original file is transferred to the new school and no copies are kept: 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained and the 'Transferring of Safeguarding Information' completed

Appendix 4 – Body Maps (Completed on Databridge)

Body Map

Has Body Map



Body Map Notes

Please comment on: SIZE, COLOUR & SHAPE

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g., red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record this.

A copy of the body map should be kept on the child's Databridge file.

Appendix 5 - Transfer of Safeguarding Records (Document ELLS-DOC-007)

TRANSFER OF SAFEGUARDING RECORDS			
This form should be completed when a student moves to another setting and there are safeguarding concerns and records to transfer.			
Child's name:	DOB:	Previous surname or aliases:	
Name of people with parental responsibilities:		Name of social worker / lead professional:	
Information and files transferred (to include chronologies and assessments NB: Parental consent is needed to transfer Early Help Assessments)			
<u>General Information</u>		<u>Child Status (Please tick)</u>	
Name of sending school:	_____	Single Agency Support:	<input type="checkbox"/>
Name of receiving school:	_____	Early Help:	<input type="checkbox"/>
Passed to (Name):	_____	Child Protection:	<input type="checkbox"/>
Date of first entry in file:	_____	Looked after Child:	<input type="checkbox"/>
Date of last entry in file:	_____	Privately Fostered Child:	<input type="checkbox"/>
Transferred by:		Received by:	
Name:	_____	Name:	_____
Position:	_____	Position:	_____
Signed:	_____	Signed:	_____
Date:	_____	Date:	_____
Additional Comments			

Appendix 6 – The role of the designated Teacher/Person for looked after children within the school

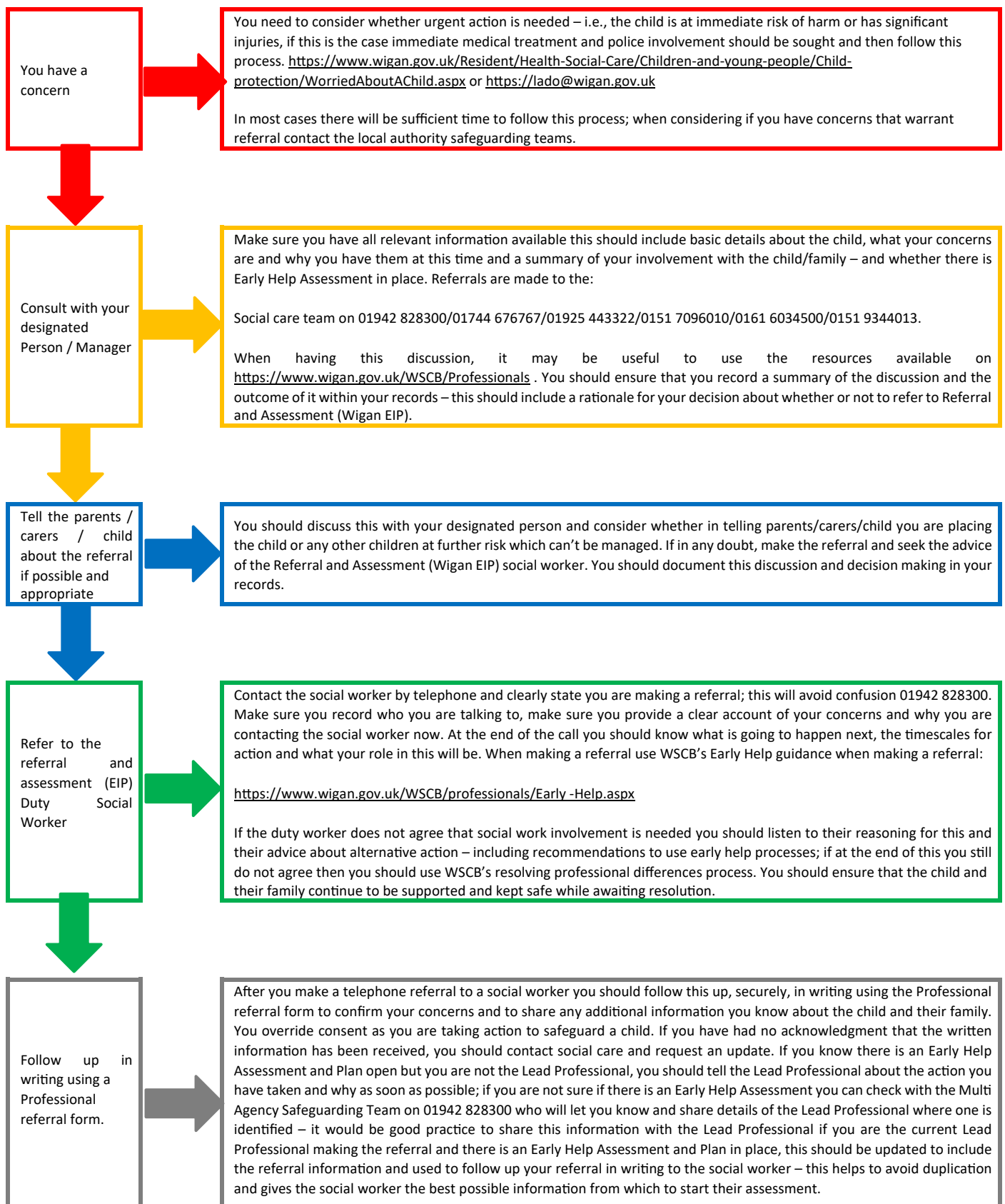
The designated teacher/Person has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional, and academic needs are prioritised.

The designated teacher for Expanse Learning Wigan School is Mr Ed Hanley

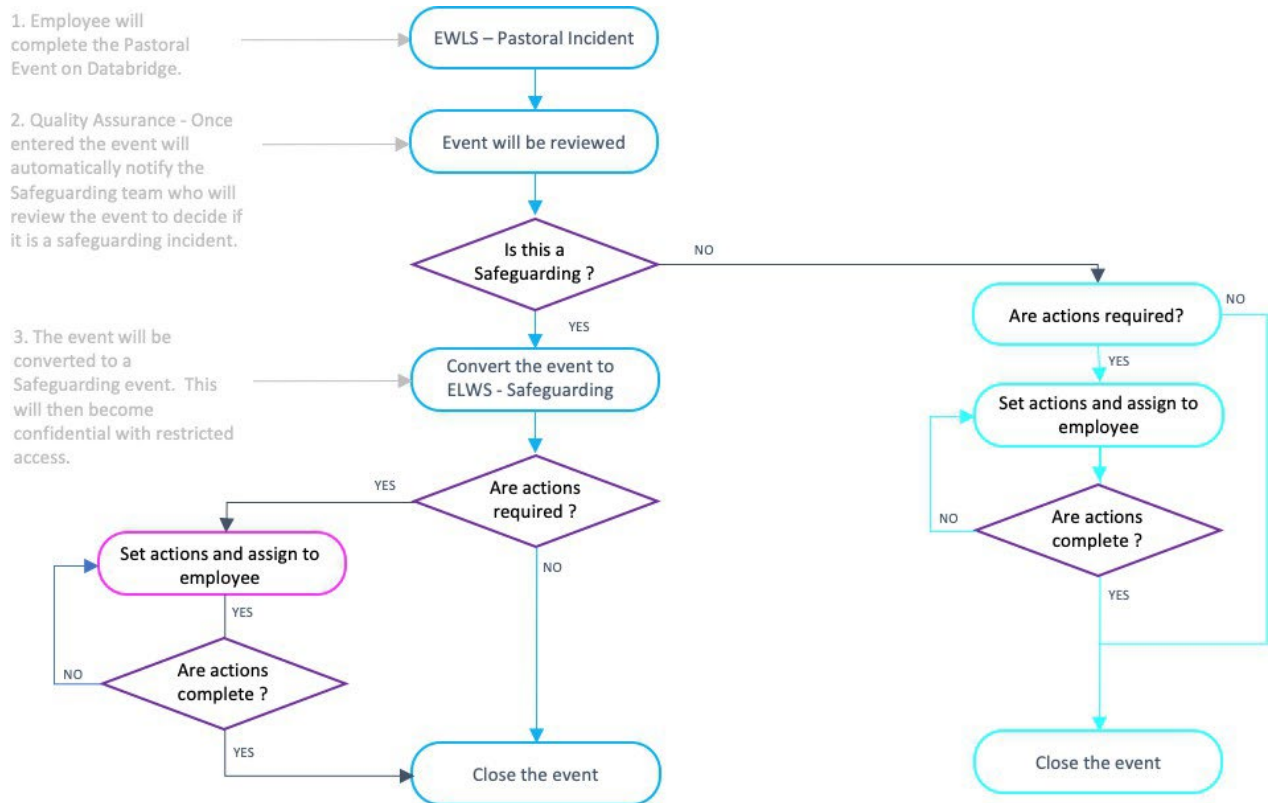
The designated teacher/person should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological, and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other child(ren) but the teacher/person should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child in promoting the educational achievement of looked after students the designated teacher/person should:
- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual students who are looked after
- Make sure the school makes full use of Assessment for Learning (AfL) approaches to improve the short and medium-term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there
- Make sure that looked after children are prioritised in any selection of students who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

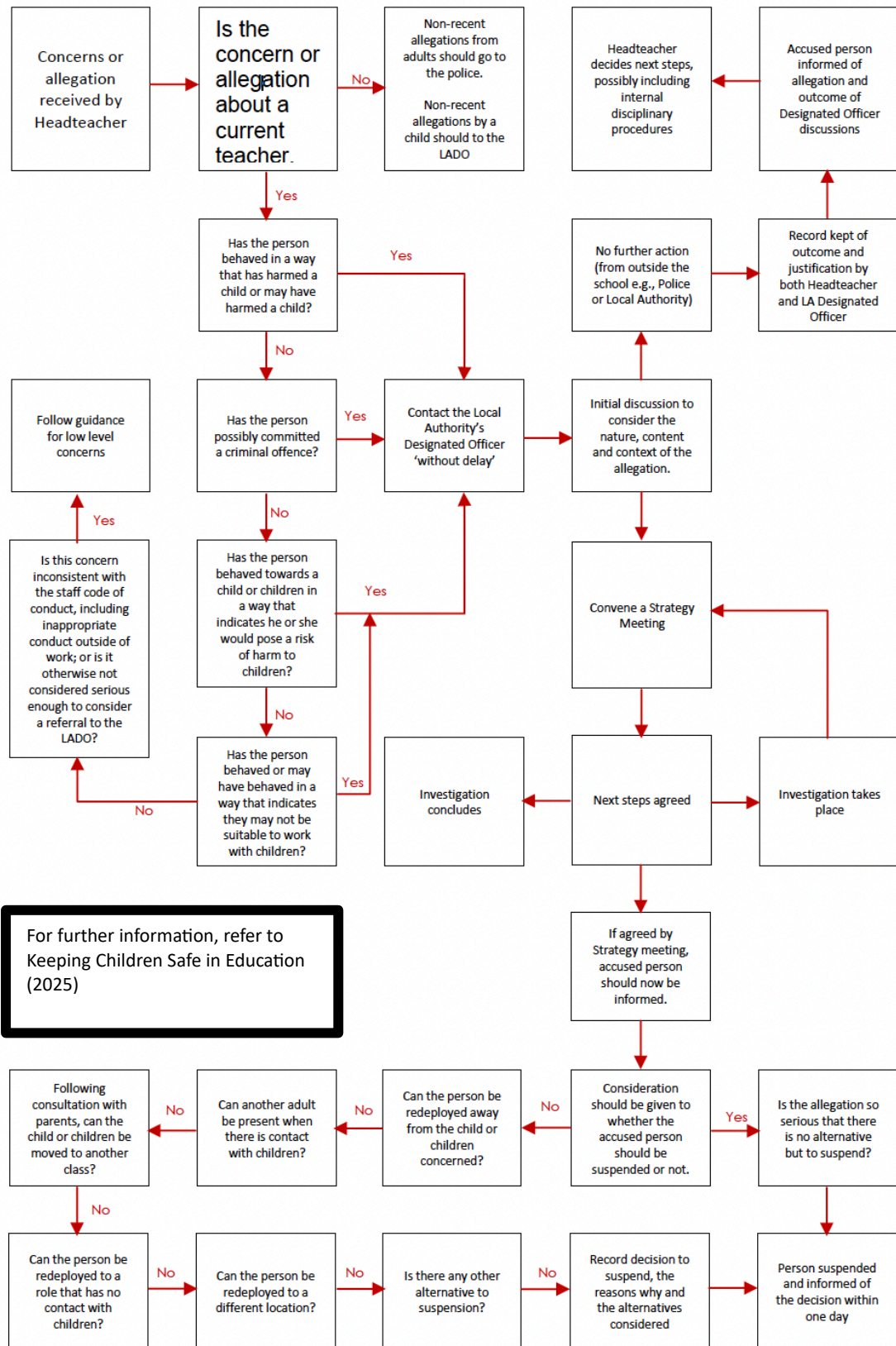
Appendix 7 – Practitioners guide to making a referral about the safety or welfare of a child



Appendix 8 – Pastoral and Safeguarding workflow

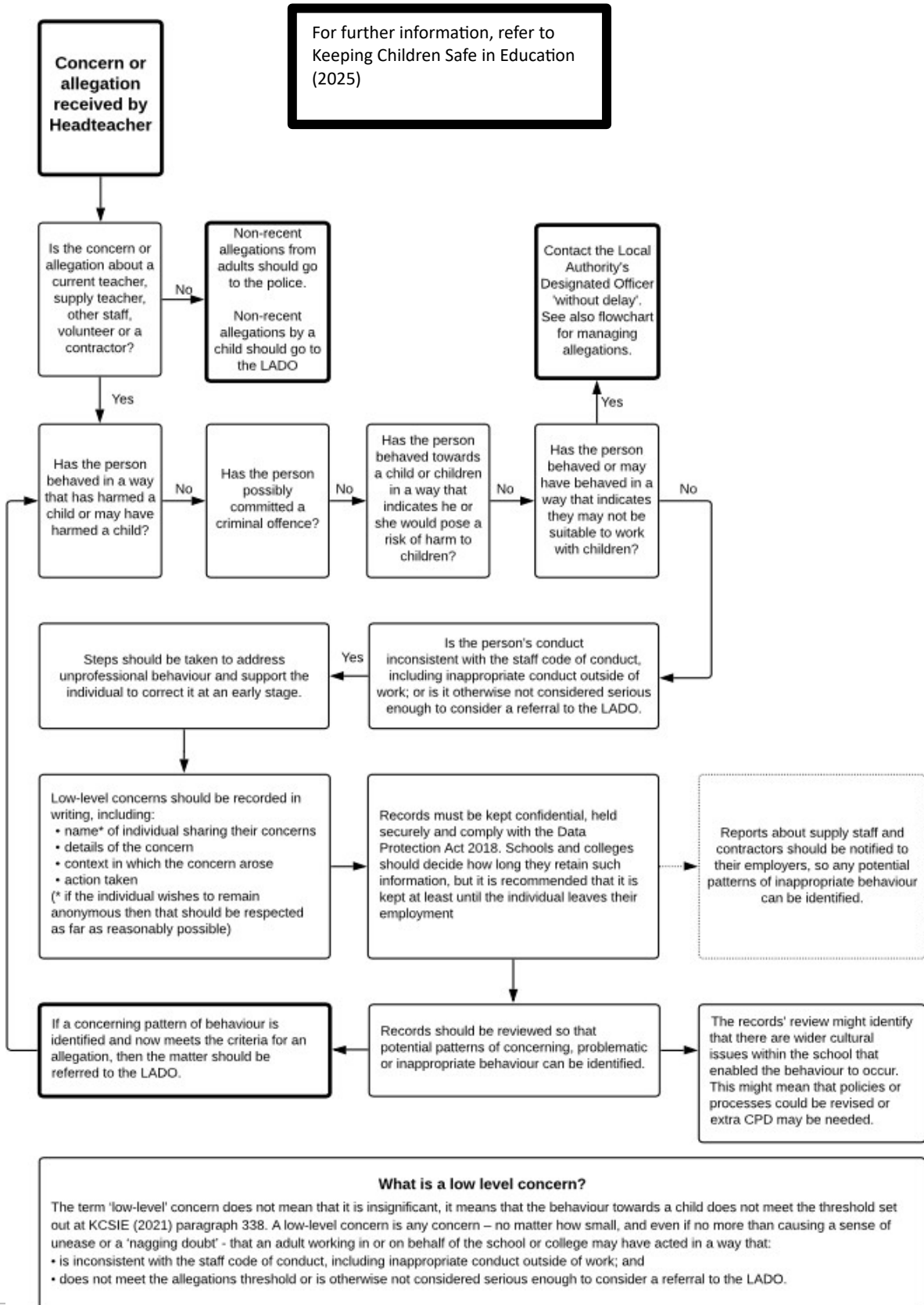


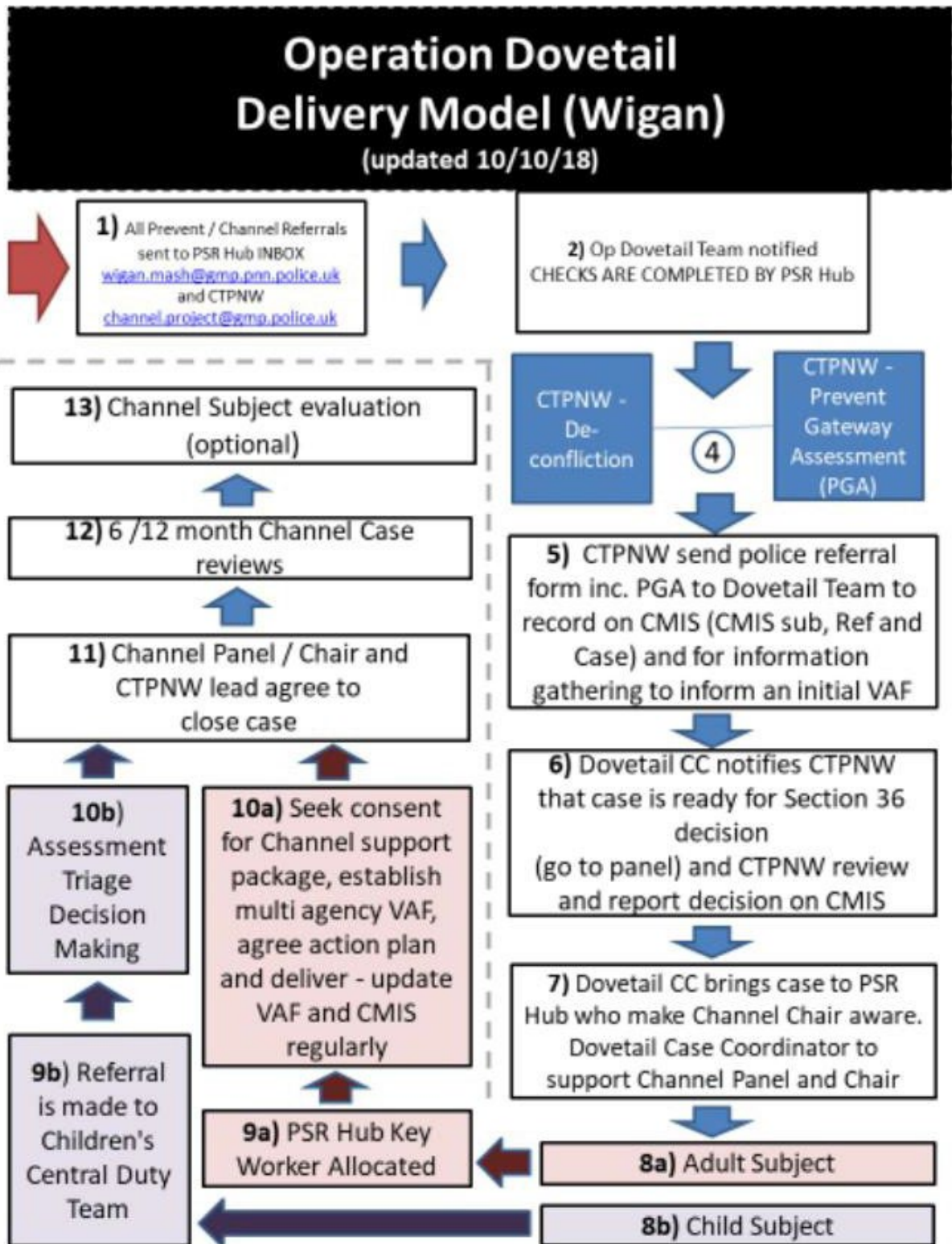
Appendix 9 – Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.



For further information, refer to Keeping Children Safe in Education (2025)

Appendix 10 – Managing low-level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.





KCSIE Filtering and Monitoring: All staff need to report if:



INFORMATION SHARING 7 Golden Rules for Information Sharing

