Child Protection and Safeguarding Policy

September 2026

At Weaver Trust, we work to ensure that all in our community believe, belong, and thrive. This policy is informed by our Trust's vision of inspiring all to believe in their own ability to achieve their full potential, both academically and socially. By living by our values of being innovative, responsible and caring, we create powerful learning communities - positively impacting all.

At Weaver Trust, every adult working within Weaver Trust has a shared responsibility to safeguard children. We are committed to maintaining a vigilant safeguarding culture where concerns are recognised early, acted upon promptly and managed effectively through collaborative working with families and partner agencies.

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Safeguarding at a Glance

Every Child. Every Day. Everyone's Responsibility.

At Weaver Trust, safeguarding is at the heart of everything we do. Every member of staff has a legal and professional responsibility to safeguard and promote the welfare of children. If you have a concern, act immediately. Never assume that someone else will take action.

RECOGNISE

Be alert to signs that a child may be at risk of harm.

Concerns may include:

- Changes in behaviour or mood
- Poor attendance or children missing education
- Unexplained injuries
- Neglect or poor hygiene
- Emotional distress or anxiety
- Concerning online activity
- Signs of exploitation or abuse
- A direct disclosure from a child
- Concerns raised by another child, parent or professional

No concern is too small. Patterns of low-level concerns may indicate significant risk.

RESPOND

If a child tells you something:

✓ Stay calm

✓ Listen carefully

✓ Reassure them they have done the right thing

✓ Allow them to speak freely

✓ Explain that you cannot promise confidentiality

✓ Tell them you will share the information only with people who need to know to help keep them safe

Do NOT

✗ Investigate

✗ Ask leading questions

✗ Promise to keep secrets

✗ Delay taking action

RECORD

As soon as possible:

- Record the concern on CPOMS
- Use the child's own words wherever possible
- Record facts, not opinions
- Include dates, times and observations
- Record any action you have taken

Safeguarding concerns must be recorded promptly and before the end of the working day wherever possible.

REPORT

Report your concern immediately to:

Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)

If the child is in immediate danger:

➞ Contact Children's Social Care or Police (999) immediately.

➞ Inform the DSL as soon as possible afterwards.

You can make a referral yourself if you believe a child is at immediate risk of significant harm.

Recognise	Respond	Record	Report	Review
Notice concerns	Listen and reassure	Record on CPOMS	Inform the DSL immediately	Continue to support the child and share any further concerns

Professional Expectations

Every member of staff must:

- Read Keeping Children Safe in Education (Part One or Annex A, as appropriate)
- Complete annual safeguarding training
- Know who the DSL and DDSLs are
- Maintain professional curiosity
- Challenge poor practice where necessary
- Promote a culture where children feel safe and listened to
- Follow this policy at all times

Key Contacts:

Designated Safeguarding Lead (DSL): Holly Young & Claire Harrsion

Deputy DSL: Lisa Green

Head of School: Holly Young

Executive headteacher: Claire Harrison

Trust Safeguarding Lead: Annette Williams (CEO) annette.williams@weavertrust.org

At Weaver Trust, we believe that safeguarding is the foundation of educational excellence. Every child deserves to feel safe, respected and valued. We will listen, act promptly and work together to protect children from harm. If in doubt – report it. It is always better to share a concern than to miss an opportunity to keep a child safe.

1. Weaver Trust's Safeguarding Statement

Safeguarding is the foundation upon which every aspect of education at Weaver Trust is built.

We believe that every child has the right to feel safe, respected, listened to and valued. Creating a culture where children can learn, flourish and achieve begins with protecting their welfare and promoting their wellbeing. All Weaver Trust Schools foster an inclusive, anti-discriminatory culture as part of their safeguarding responsibilities and practice.

At Weaver Trust we recognise that safeguarding is far more than compliance with statutory guidance. It is a culture embedded throughout every school, every classroom and every interaction. Through strong relationships, vigilant staff, effective leadership and collaborative partnerships with families and external agencies, we work together to ensure that children are protected from harm and are given every opportunity to thrive.

Guided by our values of being responsible, innovative and caring, we foster environments where:

- children feel safe and know they will be listened to;
- staff understand that safeguarding is everyone's responsibility;
- concerns are acted upon promptly and professionally;
- vulnerable children receive timely support;
- safeguarding informs every decision we make.

This policy sets out the Trust's statutory responsibilities and the procedures that all staff, governors, trustees, volunteers and contractors must follow to safeguard and promote the welfare of every child entrusted to our care.

2. Purpose of the Policy

2.1 Policy Statement

At Weaver Trust, safeguarding and promoting the welfare of children is our highest priority. Every child has the right to grow up in a safe, secure and nurturing environment where they are protected from harm, listened to, respected and supported to achieve their full potential.

Safeguarding is fundamental to our mission of ensuring every child can inspire, believe, achieve. It is embedded within every aspect of Trust life and is the collective responsibility of everyone working within our schools.

We recognise that safeguarding extends beyond child protection. It encompasses the actions we take to promote children's physical and mental health, emotional wellbeing, educational achievement, personal development and overall welfare. It includes creating environments where children feel safe, where they know their voices will be heard, and where concerns are identified and acted upon without delay.

We are committed to maintaining a strong safeguarding culture across every Weaver Trust school through vigilant leadership, effective governance, highly trained staff, strong partnerships with families and external agencies, and robust systems that ensure children remain at the centre of every decision.

Safeguarding is everyone's responsibility.

2.2 Purpose

The purpose of this policy is to:

- ensure every child attending a Weaver Trust school is safeguarded and protected from harm;
- establish a consistent Trust-wide approach to safeguarding and child protection;
- provide clear procedures for recognising, responding to and reporting safeguarding concerns;
- ensure statutory responsibilities are fully understood and implemented by all staff;
- promote a culture of vigilance where concerns are identified early and acted upon appropriately;
- support effective partnership working with parents, carers, safeguarding partners and external agencies;
- ensure safeguarding arrangements are regularly monitored, evaluated and continuously improved.

2.3 Scope

This policy applies to everyone working for or on behalf of Weaver Trust, including:

- Trustees
- Members
- Local Governing Bodies
- Headteachers
- Senior leaders
- Teachers
- Support staff
- Early Years staff
- Volunteers
- Agency staff
- Supply teachers
- Contractors
- Students on placement
- Visitors undertaking regulated activities.

Every adult working within Weaver Trust has both a legal and moral responsibility to safeguard children and must act immediately if they have any concern regarding a child's welfare.

No member of staff should ever assume that somebody else will take action.

2.4 Definition of Safeguarding

In accordance with Working Together to Safeguard Children and Keeping Children Safe in Education 2026, safeguarding and promoting the welfare of children means:

- protecting children from maltreatment;

- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection forms part of safeguarding and refers specifically to the activity undertaken to protect children who are suffering, or are likely to suffer, significant harm.

Weaver Trust recognises that effective safeguarding requires both preventative and responsive practice. Our approach therefore focuses equally on:

- preventing harm wherever possible;
- identifying concerns at the earliest opportunity;
- providing timely early help;
- responding appropriately where children may be at risk; and
- supporting children to recover from adversity.

2.5 Weaver Trust's Commitment

Every Weaver Trust school is committed to:

- maintaining an open, positive and vigilant safeguarding culture;
- ensuring children know they are safe and know who they can speak to if they are worried;
- listening to children and taking their wishes and feelings seriously;
- promoting children's welfare through an ambitious curriculum and inclusive practice;
- recognising that some children may be particularly vulnerable because of their circumstances or individual needs;
- working proactively with families to provide support wherever appropriate;
- working effectively with safeguarding partners and other agencies;
- ensuring concerns are recorded promptly, accurately and securely using CPOMS;
- maintaining high expectations of safeguarding practice through regular quality assurance and professional development;
- continually reviewing safeguarding arrangements to reflect emerging risks, national guidance and local priorities.

Safeguarding is not viewed as a separate function within Weaver Trust. It underpins leadership, governance, curriculum design, behaviour, attendance, inclusion, SEND, pastoral care and school improvement.

3. Statutory and Regulatory Framework

3.1 Legislative Framework

This policy has been developed in accordance with current legislation and statutory guidance, including (but not limited to):

- Primary legislation
- Children Act 1989
- Children Act 2004

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006
- Equality Act 2010
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Children and Social Work Act 2017
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Domestic Abuse Act 2021
- Children's Wellbeing and Schools Act 2026 (where enacted and applicable)
- Statutory guidance

This policy reflects the requirements of:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- The Prevent Duty Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Searching, Screening and Confiscation
- Behaviour in Schools
- Information Sharing Advice for Practitioners
- Meeting Digital and Technology Standards in Schools
- Cyber Security Standards for Schools and Colleges
- EYFS Statutory Framework
- Working Together to Improve School Attendance

The Trust will review this policy whenever significant legislative or statutory changes occur.

3.2 Local Safeguarding Arrangements

Weaver Trust works in partnership with:

- Cheshire West Safeguarding Children Partnership
- Halton Safeguarding Children Partnership
- Children's Social Care
- Local Authority Designated Officers (LADO)
- Police
- Health services

- Education safeguarding teams
- Early Help services
- Virtual Schools
- Other relevant statutory and voluntary agencies.

The Trust recognises that safeguarding is most effective when agencies work together to provide coordinated support for children and families.

Detailed local procedures and contact information are contained within the appendices to this policy and are reviewed annually to ensure they remain current.

4. Safeguarding Principles

4.1 Our Commitment

Safeguarding is at the heart of everything we do at Weaver Trust. It is not simply a statutory duty but a shared moral responsibility that underpins our vision to inspire every child to believe in their ability to achieve their best.

Every decision made within the Trust will place the safety, welfare and best interests of children first.

We are committed to creating learning communities where children:

- feel safe and secure;
- are treated with dignity and respect;
- are listened to and know their views matter;
- are encouraged to develop resilience and confidence;
- know who they can speak to if they are worried;
- receive timely help when they need it; and
- are protected from abuse, neglect, exploitation and discrimination.

Safeguarding is everyone's responsibility and every adult working within Weaver Trust has a duty to act if they have any concern about a child's welfare.

4.2 Weaver Trust Safeguarding Principles

Across every Weaver Trust school, we will:

Place children at the centre of every decision

The welfare of the child is paramount.

All safeguarding decisions will be made in the best interests of the child, ensuring their wishes and feelings are heard and given appropriate weight in accordance with their age, understanding and individual circumstances.

Promote a culture of vigilance

Safeguarding concerns are rarely identified through a single incident. Weaver Trust promotes professional curiosity and respectful uncertainty, encouraging all adults to recognise changes in behaviour, appearance, attendance, presentation or wellbeing that may indicate a child requires additional support or protection.

Every concern matters.

No concern is considered too small to record or discuss.

Act early

Early identification leads to better outcomes for children.

We are committed to identifying emerging concerns promptly and providing appropriate Early Help before needs escalate wherever possible.

Where a child is suffering, or likely to suffer, significant harm, immediate action will always be taken.

Listen to children

Children are experts in their own lived experiences.

We will:

- create opportunities for children to express their views;
- listen carefully without judgement;
- reassure children that they have been heard;
- respond appropriately to disclosures;
- involve children, wherever appropriate, in decisions affecting them.

Children will never be made to feel responsible for abuse or discouraged from reporting concerns.

Work collaboratively

Safeguarding is most effective when agencies work together.

Weaver Trust will work openly and constructively with:

- parents and carers;
- Children's Social Care;
- safeguarding partnerships;
- health professionals;
- police;
- education professionals;
- Early Help services;
- voluntary organisations;
- other relevant agencies.

Information will be shared lawfully, proportionately and in a timely manner where it is necessary to safeguard children.

Maintain high expectations

Safeguarding is everyone's responsibility regardless of role.

All staff are expected to:

- remain vigilant;
- maintain professional curiosity;
- challenge poor practice;
- report concerns immediately;
- maintain professional boundaries;
- undertake regular safeguarding training;

- contribute positively to the Trust's safeguarding culture.

Promote inclusion

We recognise that some children face additional barriers to keeping themselves safe**.**

This includes, but is not limited to:

- children with SEND;
- children with social workers;
- looked after and previously looked after children;
- young carers;
- children experiencing mental health difficulties;
- children experiencing domestic abuse;
- children affected by exploitation;
- children missing education;
- children living in temporary accommodation;
- children from minority or marginalised communities.

Safeguarding arrangements will always reflect children's individual needs.

4.3 A Whole Trust Approach

Safeguarding is embedded within every aspect of Trust life.

It is reflected through:

- leadership and governance;
- teaching and learning;
- curriculum design;
- behaviour and relationships;
- attendance;
- SEND provision;
- inclusion;
- pastoral support;
- educational visits;
- recruitment;
- online safety;
- site security;
- health and safety;
- staff wellbeing;
- school improvement.

Every school within Weaver Trust shares responsibility for maintaining consistently high safeguarding standards whilst recognising the needs of its own community.

4.4 Creating a Safeguarding Culture

A strong safeguarding culture is characterised by:

Children experience	Adults demonstrate
Feeling safe	Professional curiosity
Being listened to	Vigilance
Being respected	Timely action
Knowing where to seek help	Accurate record keeping
Confidence to report concerns	Effective partnership working
Positive relationships	Accountability
Inclusive practice	Continuous professional learning

Trust leaders actively promote this culture through visible leadership, quality assurance, supervision, training and continuous improvement.

4.5 Equality, Diversity and Inclusion

Weaver Trust is committed to safeguarding every child regardless of:

- age;
- disability;
- race;
- ethnicity;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- family circumstances;
- socio-economic background.

We recognise that discrimination, prejudice and inequality can increase children's vulnerability.

Safeguarding practice across the Trust will always be inclusive, equitable and child-centred.

4.6 Professional Curiosity

Professional curiosity is fundamental to effective safeguarding.

All staff are expected to:

- notice when something does not feel right;
- ask appropriate, open questions;
- respectfully challenge assumptions;
- seek clarification where information is unclear;
- avoid making assumptions;
- record concerns objectively;
- escalate concerns whenever necessary.

Staff should never assume that another adult has already acted.

There is a new duty for all staff to recognise racism, faith-based prejudice, and other discrimination as harm in its own right.

Where there is uncertainty, staff must always consult the Designated Safeguarding Lead (DSL) or Deputy DSL.

4.7 One Trust – One Standard

Whilst Weaver Trust schools serve different communities across Cheshire West and Halton, every child is entitled to the same high standard of safeguarding.

The Trust therefore maintains:

- common safeguarding expectations;
- shared policies and procedures;
- Trust-wide safeguarding audits;
- annual safeguarding reviews;
- safeguarding quality assurance visits;
- Trust DSL network meetings;
- shared safeguarding training;
- consistent use of CPOMS;
- regular reporting to Trustees.

This ensures that safeguarding practice is consistent, effective and continually improving across all Weaver Trust schools.

5. Roles and Responsibilities

5.1 Safeguarding Responsibilities

Safeguarding is everyone's responsibility.

Whilst specific safeguarding duties are delegated to designated individuals, every adult working within Weaver Trust has an individual responsibility to safeguard and promote the welfare of children.

All staff must recognise that anyone can make a referral to Children's Social Care if they believe a child is suffering, or is likely to suffer, significant harm.

No member of staff should ever assume that somebody else will take action.

5.2 Trust Board

The Weaver Trust Board has strategic responsibility for ensuring effective safeguarding arrangements are in place across every Trust school.

The Board will ensure that:

- safeguarding remains a standing priority across the Trust;
- safeguarding responsibilities are fully embedded within Trust governance;
- this policy is reviewed and approved annually;
- appropriate safeguarding resources are available;
- safeguarding arrangements comply with all statutory requirements;

- safeguarding risks are regularly reviewed;
- safeguarding performance is monitored through Trust reporting;
- there is effective challenge and accountability regarding safeguarding practice;
- appropriate filtering and monitoring systems are implemented and reviewed;
- safer recruitment procedures are fully implemented;
- appropriate procedures exist for managing allegations against adults;
- safeguarding forms part of the Trust's quality assurance framework;
- safeguarding remains central to strategic decision making.

The Board recognises safeguarding as a key indicator of organisational effectiveness.

5.3 Trust Safeguarding Trustee

The Trust Board will appoint a nominated Safeguarding Trustee.

The Safeguarding Trustee provides strategic oversight by:

- championing safeguarding across the Trust;
- meeting regularly with the Trust Safeguarding Lead;
- monitoring safeguarding performance;
- scrutinising safeguarding reports;
- reviewing safeguarding audits;
- monitoring compliance with statutory guidance;
- supporting continuous improvement;
- reporting safeguarding matters to the Trust Board;
- maintaining appropriate safeguarding training.

The Safeguarding Trustee provides challenge and assurance but does not become operationally involved in individual safeguarding cases.

5.4 Chief Executive Officer

The Chief Executive Officer has overall executive responsibility for safeguarding across Weaver Trust.

The CEO will ensure:

- safeguarding remains a strategic priority;
- statutory safeguarding responsibilities are discharged;
- schools receive appropriate support and challenge;
- safeguarding informs Trust decision-making;
- safeguarding quality assurance is undertaken across all schools;
- safeguarding risks are escalated appropriately;
- sufficient staffing, training and resources are available;
- safeguarding forms part of school improvement planning.

The CEO will receive regular safeguarding reports from the Trust Safeguarding Lead.

5.5 Trust Safeguarding Lead

The Trust Safeguarding Lead provides strategic leadership for safeguarding across Weaver Trust.

The Trust Safeguarding Lead is responsible for:

Strategic Leadership

- leading safeguarding across the Trust;
- ensuring statutory compliance;
- developing safeguarding strategy;
- monitoring safeguarding standards;
- advising Trustees and school leaders;
- supporting Designated Safeguarding Leads;
- promoting best practice.

Quality Assurance

The Trust Safeguarding Lead will:

- undertake safeguarding audits;
- review safeguarding practice;
- monitor CPOMS systems;
- quality assure safeguarding records;
- review referral quality;
- identify emerging themes;
- support safeguarding improvement planning.

Professional Development

The Trust Safeguarding Lead will ensure:

- DSL networks operate effectively;
- safeguarding updates are shared promptly;
- Trust-wide safeguarding training is delivered;
- safeguarding developments are communicated;
- professional supervision is available where appropriate.
- Partnership Working

The Trust Safeguarding Lead will maintain effective relationships with:

- Cheshire West Safeguarding Children Partnership;
- Halton Safeguarding Children Partnership;
- Local Authorities;
- Police;
- Health Services;
- Virtual Schools;
- Early Help Services;
- other safeguarding partners.

5.6 Headteachers

Headteachers are responsible for safeguarding within their individual school.

Headteachers will ensure:

- safeguarding is embedded throughout school life;
- this policy is implemented consistently;
- safeguarding remains a standing agenda item within leadership meetings;
- sufficient time is allocated to DSL responsibilities;
- staff understand safeguarding expectations;
- safeguarding concerns are acted upon immediately;
- safeguarding records are maintained appropriately;
- safer recruitment procedures are followed;
- appropriate supervision of staff takes place;
- safeguarding forms part of school self-evaluation;
- safeguarding is regularly reviewed with governors.

Headteachers will foster an open safeguarding culture where staff feel confident to raise concerns.

5.7 Designated Safeguarding Lead (DSL)

Every Weaver Trust school will appoint a senior member of the leadership team as the Designated Safeguarding Lead.

The DSL has lead responsibility for safeguarding and child protection within the school.

The DSL will have the status, authority, training, time and resources necessary to fulfil the role effectively.

The detailed responsibilities of the DSL are set out in Appendix B. Their core responsibilities include:

Leadership

- promoting safeguarding throughout the school;
- providing safeguarding advice;
- leading safeguarding decision making;
- maintaining safeguarding culture.

Managing Referrals

The DSL will:

- assess safeguarding concerns;
- make referrals to Children's Social Care;
- liaise with Police;
- engage Early Help services;
- refer to LADO where appropriate;
- participate in multi-agency meetings;
- contribute to Child Protection Conferences;
- contribute to Child in Need meetings;
- coordinate safeguarding support.

Supporting Children

The DSL will:

- ensure children's wishes are heard;
- monitor vulnerable pupils;
- support children with social workers;
- promote educational outcomes;
- oversee safeguarding plans.

Record Keeping

The DSL is responsible for ensuring:

- safeguarding concerns are accurately recorded on CPOMS;
- safeguarding files are complete;
- records are secure;
- chronology is maintained;
- files transfer promptly when children move schools.

Training

The DSL will:

- ensure safeguarding induction takes place;
- coordinate safeguarding training;
- provide regular safeguarding updates;
- maintain their own professional development.

5.8 Deputy Designated Safeguarding Leads

Each school will appoint one or more appropriately trained Deputy DSLs.

Deputy DSLs will:

- provide safeguarding leadership during the DSL's absence;
- support the DSL in managing safeguarding concerns;
- undertake referrals where appropriate;
- attend safeguarding meetings;
- contribute to quality assurance.

Whilst activities may be delegated, ultimate responsibility remains with the Designated Safeguarding Lead.

5.9 Local Education Committees

Local Education Committees provide local scrutiny and assurance.

Governors will:

- monitor safeguarding arrangements;
- receive safeguarding reports;
- ensure statutory compliance;
- challenge safeguarding performance;
- undertake safeguarding training;
- participate in safeguarding monitoring.

Governors must not become involved in individual safeguarding cases.

5.10 All Staff

Every adult working within Weaver Trust has an individual safeguarding responsibility.

All staff must:

- read and understand Part One of Keeping Children Safe in Education 2026 (or Annex A where appropriate);
- understand this policy;
- complete safeguarding training;
- know the identity of the DSL and Deputy DSLs;
- recognise indicators of abuse;
- maintain professional curiosity;
- report concerns immediately;
- record concerns accurately using CPOMS;
- maintain appropriate professional boundaries;
- understand whistleblowing procedures;
- understand low-level concerns procedures;
- contribute to creating a safe school culture.

Staff should never:

- investigate safeguarding concerns;
- promise confidentiality to a child;
- delay reporting concerns;
- assume another member of staff has acted.

5.11 Volunteers, Contractors and Visitors

All adults working with children are expected to contribute to safeguarding.

Volunteers, contractors and visitors will:

- receive safeguarding information appropriate to their role;
- understand reporting procedures;
- know who the DSL is;
- report concerns immediately;
- comply with Trust safeguarding procedures.

Those undertaking regulated activity will be subject to appropriate safeguarding checks.

Where schools are subject to the EYFS framework, volunteers must not be permitted to begin working until the school has received the volunteer's enhanced DBS certificate including barred list information.

5.12 Children

Children are central partners in safeguarding.

Weaver Trust will ensure children:

- know how to seek help;
- understand who trusted adults are;

- feel confident reporting concerns;
- understand healthy relationships;
- understand online safety;
- are taught how to recognise abuse;
- contribute to safeguarding through pupil voice.

Children's wishes and feelings will be considered in all safeguarding decisions.

5.13 Parents and Carers

Parents and carers are key safeguarding partners.

The Trust will:

- work openly with families wherever it is safe and appropriate to do so;
- provide safeguarding information;
- offer Early Help where appropriate;
- signpost support services;
- communicate safeguarding expectations.

Where concerns indicate that informing parents may place a child at increased risk of harm or prejudice a police or social care investigation, the Trust will act in accordance with statutory safeguarding procedures.

6. Creating a Culture of Safeguarding

6.1 Weaver Trust Safeguarding Systems

Weaver Trust has established robust safeguarding systems to ensure that concerns are identified promptly, managed consistently and responded to effectively across every school.

These arrangements are underpinned by:

- a strong safeguarding culture;
- clear reporting procedures;
- effective leadership;
- timely information sharing;
- secure recording systems;
- multi-agency collaboration; and
- continuous quality assurance.

Every member of staff contributes to these arrangements through vigilance, professional curiosity and timely action.

Safeguarding arrangements are reviewed regularly to ensure they remain effective and reflect current statutory guidance, local safeguarding priorities and emerging risks.

6.2 The Designated Safeguarding Team

Each Weaver Trust school will maintain an appropriately trained safeguarding team consisting of:

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Lead(s)
- Headteacher

- SENDCo (where appropriate)
- Attendance Lead
- Family Support Worker/Pastoral Lead (where applicable)

The names and contact details of safeguarding personnel will be:

- displayed prominently throughout the school;
- published on the school website;
- included within staff induction materials;
- available to pupils, parents and visitors.

Children must always know who they can speak to if they have a concern.

6.3 Availability of the DSL

A trained Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be available during the school day to respond to safeguarding concerns.

Where the DSL is temporarily unavailable:

- a Deputy DSL will undertake safeguarding responsibilities;
- senior leaders will ensure appropriate safeguarding cover remains in place;
- staff must never delay reporting concerns.

Where immediate action is required to protect a child, staff should contact Children's Social Care or the Police directly before informing the DSL if necessary.

6.4 Safeguarding During Extended School Activities

Safeguarding responsibilities apply at all times when children are under the care of Weaver Trust, including:

- educational visits;
- residential visits;
- sporting events;
- enrichment activities;
- breakfast clubs;
- after-school clubs;
- holiday provision;
- alternative provision;
- online learning;
- transport arranged by the school.

Appropriate safeguarding arrangements, supervision and risk assessments will be in place for all activities.

6.5 Professional Curiosity

Professional curiosity is essential to effective safeguarding practice.

Staff should remain alert to:

- changes in presentation;
- changes in behaviour;

- attendance patterns;
- friendships;
- emotional wellbeing;
- family circumstances;
- physical appearance;
- online behaviours;
- disclosures, however small

Staff should respectfully question information that appears inconsistent or concerning.

A series of seemingly minor concerns may indicate that a child requires additional support or protection.

No concern is too small to report.

6.6 Professional Challenge

Safeguarding practice relies upon respectful professional challenge.

Where staff believe:

- concerns have not been acted upon appropriately;
- safeguarding decisions place a child at risk;
- external agencies have not responded proportionately;
- further action is required;

they have a professional duty to escalate concerns.

Escalation may include discussion with:

- the DSL;
- the Headteacher;
- the Trust Safeguarding Lead;
- Children's Social Care;
- the Local Authority Designated Officer (LADO);
- the NSPCC Whistleblowing Helpline;
- the Police.

Children's welfare must always remain paramount.

6.7 Information Sharing

Timely information sharing is essential to safeguarding children.

Weaver Trust recognises that:

- safeguarding concerns must never be delayed because of data protection concerns;
- the UK GDPR and Data Protection Act 2018 permit the sharing of information where necessary to safeguard children;
- information should be shared lawfully, proportionately, accurately and securely.

Information will be shared only with those who need to know in order to protect children.

6.8 Confidentiality

Staff must never promise confidentiality to a child making a safeguarding disclosure.

Children should be told that:

"I may need to share what you have told me with people who can help keep you safe."

Safeguarding information will be shared only on a need-to-know basis.

All safeguarding records will be treated as confidential and managed in accordance with statutory guidance and data protection legislation.

6.9 Secure Record Keeping

Weaver Trust uses CPOMS as its electronic safeguarding recording system across all schools.

All safeguarding concerns must be:

- recorded promptly;
- factual;
- clear and concise;
- dated and timed;
- signed electronically by the member of staff recording the concern;
- shared immediately with the DSL.

Records should include:

- the child's own words wherever possible;
- observations rather than opinion;
- actions taken;
- decisions made;
- outcomes.

Safeguarding records form part of the child's confidential safeguarding file.

6.10 Quality Assurance

The Trust Safeguarding Lead will undertake regular quality assurance activities, including:

- safeguarding audits;
- CPOMS sampling;
- safeguarding file reviews;
- referral audits;
- attendance reviews;
- safeguarding learning walks;
- pupil voice activities;
- DSL supervision;
- safeguarding compliance reviews.

Findings will inform Trust improvement planning and will be reported to senior leaders and Trustees.

6.11 Continuous Improvement

Weaver Trust is committed to continuous safeguarding improvement.

The Trust will:

- learn from safeguarding practice;

- respond to safeguarding reviews and inspections;
- share learning across schools;
- review emerging safeguarding risks;
- update procedures following statutory guidance;
- continually strengthen safeguarding culture.

Safeguarding is not viewed as a fixed process but as an evolving area of practice requiring reflection, professional learning and continual development.

7. Early Help, Early Identification and Responding to Need

7.1 Our Approach

At Weaver Trust, we believe that safeguarding is most effective when children receive the right support at the earliest possible opportunity.

Many safeguarding concerns do not begin as child protection matters. Children and families may experience difficulties that, if identified and addressed early, can prevent concerns from escalating and improve long-term outcomes.

Early Help is therefore a fundamental part of Weaver Trust's safeguarding approach.

Every member of staff has a responsibility to identify emerging concerns, recognise when additional support may be required and ensure that children receive timely and appropriate intervention.

7.2 What is Early Help?

Early Help is the provision of support for children and families as soon as a need is identified, at any stage in a child's life.

The aim of Early Help is to:

- improve outcomes for children;
- strengthen family resilience;
- prevent problems from escalating;
- reduce the need for statutory intervention;
- promote children's wellbeing;
- enable children to achieve their full educational potential.

Early Help may be provided by a single agency or through coordinated multi-agency support.

7.3 Recognising Emerging Need

Staff should remain alert to changes in a child's presentation, behaviour or circumstances.

Concerns may arise from:

Attendance

- persistent absence;
- irregular attendance;
- lateness;
- children missing education.

Behaviour

- sudden changes in behaviour;
- increased aggression;
- withdrawal;
- anxiety;
- emotional distress;
- risk-taking behaviour.

Learning

- reduced engagement;
- declining progress;
- loss of concentration;
- tiredness;
- changes in participation.

Physical Indicators

- unexplained injuries;
- poor hygiene;
- inappropriate clothing;
- hunger;
- untreated medical needs;
- fatigue.

Emotional Wellbeing

- low mood;
- social isolation;
- anxiety;
- self-esteem difficulties;
- signs of trauma;
- self-harm concerns.

Family Circumstances

- domestic abuse;
- parental mental ill health;
- substance misuse;
- bereavement;
- housing instability;
- financial hardship;
- parental imprisonment.

Online Behaviour

- concerning online activity;
- inappropriate contact;

- online exploitation;
- excessive device use;
- cyberbullying.

A single concern may not indicate abuse; however, several low-level concerns or a pattern of behaviour may indicate that additional support or protection is required.

7.4 Children Who May Need Additional Safeguarding Support

The Trust recognises that some children may require enhanced vigilance because of their individual circumstances.

This includes children who:

- have a social worker;
- are subject to a Child Protection Plan;
- are Children in Need;
- are looked after or previously looked after;
- have SEND;
- have an Education, Health and Care Plan;
- are young carers;
- experience mental health difficulties;
- are persistently absent;
- are at risk of exclusion;
- attend alternative provision;
- are privately fostered;
- are experiencing domestic abuse;
- are vulnerable to exploitation;
- have experienced trauma or adverse childhood experiences;
- have English as an additional language where communication barriers exist.

The presence of one or more of these factors does not automatically indicate abuse, but staff should recognise that additional vulnerabilities may increase safeguarding risk and may affect how concerns present.

7.5 Listening to Children

Children may disclose abuse in many different ways.

They may:

- tell an adult directly;
- speak to a friend;
- write about their experiences;
- display changes in behaviour;
- communicate through play;
- disclose online;

- make partial disclosures over time.

Every disclosure must be taken seriously.

Staff should:

- remain calm;
- listen carefully;
- allow the child to speak freely;
- avoid interrupting;
- reassure the child that they have done the right thing;
- explain that the information cannot be kept secret;
- record the conversation accurately using the child's own words;
- report immediately to the Designated Safeguarding Lead.

Staff must not:

- investigate;
- ask leading questions;
- promise confidentiality;
- express disbelief;
- make assumptions;
- contact parents without advice from the DSL.

7.6 Assessing the Level of Need

When concerns are reported, the Designated Safeguarding Lead will consider the appropriate level of response.

Universal Support

Children whose needs can be met through normal school provision.

Early Help

Children who require additional coordinated support but are not suffering, or likely to suffer, significant harm.

Child in Need

Children requiring statutory assessment and coordinated support under Section 17 of the Children Act 1989.

Child Protection

Children who are suffering, or are likely to suffer, significant harm and require immediate referral under Section 47 of the Children Act 1989.

Professional judgement will always be informed by:

- the child's wishes and feelings;
- available evidence;
- discussions with parents where appropriate;
- multi-agency information;
- local safeguarding procedures.

7.7 Escalating Concerns

Where concerns increase or support is not improving outcomes, the Trust will escalate its response without delay.

This may include:

- review of Early Help;
- referral to Children's Social Care;
- strategy discussions;
- consultation with safeguarding partners;
- police involvement where appropriate.

Children's welfare will always take precedence over organisational processes.

7.8 Supporting Families

Weaver Trust values positive relationships with parents and carers.

Where appropriate, schools will work collaboratively with families by:

- listening to their views;
- providing advice and guidance;
- signposting services;
- coordinating support;
- participating in Team Around the Family meetings;
- encouraging engagement with Early Help services.

However, where informing parents could place a child at increased risk of harm or prejudice a statutory investigation, the Trust will follow safeguarding advice from Children's Social Care or the Police.

7.9 Recording Early Help

All Early Help concerns must be recorded on CPOMS.

Records should include:

- identified concerns;
- discussions held;
- actions agreed;
- referrals made;
- outcomes;
- review dates.

The DSL will monitor the effectiveness of Early Help interventions and ensure support is reviewed regularly.

7.10 Weaver Trust Commitment

We recognise that safeguarding is most effective when concerns are identified early, support is provided promptly and children receive the right help at the right time.

Across Weaver Trust, we will always seek to:

- identify need early;

- listen to children;
- work collaboratively with families;
- coordinate support effectively;
- review impact regularly;
- escalate concerns when necessary;
- place the child at the centre of every decision.

8. Child Protection Procedures and Reporting Concerns

8.1 Principles

Every member of staff has a responsibility to act immediately if they have any concern about the welfare or safety of a child.

Safeguarding concerns may arise from:

- a direct disclosure by a child;
- a concern raised by a parent or another adult;
- observations of a child's behaviour, presentation or physical appearance;
- information received from another agency;
- online activity;
- concerns relating to another child;
- concerns relating to an adult working with children.

No concern is too small to report.

Staff should never assume that somebody else has already acted.

Where there is any doubt, the concern must always be shared with the Designated Safeguarding Lead (DSL) or Deputy DSL.

8.2 Immediate Action

If a child is in immediate danger or at immediate risk of significant harm, staff must:

1. Take any reasonable action necessary to protect the child.
2. Contact the Designated Safeguarding Lead immediately.
3. If the DSL cannot be contacted, contact Children's Social Care or the Police directly.
4. Inform the DSL as soon as practicable afterwards.
5. Record all actions taken on CPOMS.

Staff should never delay emergency action while waiting to speak to the DSL.

8.3 Responding to a Disclosure

Children may choose to disclose abuse to any trusted adult.

When this happens, staff must:

Listen

- remain calm;
- listen carefully;
- allow the child to speak without interruption;

- take the disclosure seriously.

Reassure

Tell the child:

- they have done the right thing;
- they are being listened to;
- the abuse is not their fault;
- help is available.

Do not promise confidentiality.

Instead say:

"I will only tell the people who need to know so we can help keep you safe."

Clarify

Only ask questions necessary to clarify what the child has said.

Examples include:

"Can you tell me what happened?"

"When did this happen?"

"Who was there?"

Do not:

- investigate;
- interview the child;
- ask leading questions;
- suggest answers;
- ask "Why?"

8.4 Recording Concerns

Every safeguarding concern must be recorded immediately, and always before the end of the working day.

All safeguarding concerns must be recorded using CPOMS.

Records should:

- be factual;
- be accurate;
- distinguish fact from opinion;
- include the child's own words wherever possible;
- include dates and times;
- include names of witnesses;
- include actions taken;
- identify who has been informed.

Staff should avoid:

- assumptions;
- personal opinions;

- diagnoses;
- speculation.

Good safeguarding records are essential and may later become evidence within child protection or criminal proceedings.

8.5 Reporting Concerns

All safeguarding concerns must be reported immediately to:

- the Designated Safeguarding Lead; or
- a Deputy Designated Safeguarding Lead.

The member of staff raising the concern remains responsible for ensuring the concern has been received.

If staff believe appropriate action has not been taken, they must escalate their concern.

8.6 The Role of the Designated Safeguarding Lead

On receiving a safeguarding concern, the DSL will:

- review all available information;
- assess the level of risk;
- consult previous safeguarding records;
- consider the child's wishes and feelings;
- seek advice from Children's Social Care where appropriate;
- decide the appropriate course of action.

This may include:

- monitoring;
- pastoral support;
- Early Help;
- referral to Children's Social Care;
- referral to Police;
- referral to LADO;
- referral to health professionals;
- referral to Prevent;
- referral to other safeguarding agencies.

The rationale for all decisions must be clearly recorded.

8.7 Making Referrals

The Designated Safeguarding Lead will make referrals without delay where:

- a child is suffering significant harm;
- a child is likely to suffer significant harm;
- statutory intervention is required;
- criminal offences may have occurred.

Referrals will normally be made to:

- Children's Social Care;

- Police;
- Local Authority Designated Officer (LADO);
- Prevent/Channel;
- other safeguarding partners.

The Trust will cooperate fully with all safeguarding investigations.

8.8 Informing Parents

In most cases, parents or carers will be informed when a referral is made.

However, they will not be informed where doing so would:

- place a child at increased risk;
- place another person at risk;
- prejudice a police investigation;
- prejudice a Children's Social Care investigation;
- increase the likelihood of evidence being destroyed.

The decision not to inform parents will normally be made in consultation with Children's Social Care or the Police.

8.9 Escalation

Staff have a professional responsibility to challenge safeguarding decisions where they believe a child remains at risk.

If concerns remain following discussion with the DSL, staff should escalate concerns through:

- the Headteacher;
- the Trust Safeguarding Lead;
- Children's Social Care;
- the Local Authority;
- NSPCC Whistleblowing Helpline;
- Police.

Children's welfare must always take priority over professional hierarchy.

8.10 Record Retention and Transfer

Safeguarding records will be:

- maintained separately from educational records;
- stored securely;
- accessible only to authorised staff;
- retained in accordance with statutory guidance.

When a child transfers school:

- the DSL will ensure safeguarding records are transferred securely and without delay;
- receipt will be confirmed by the receiving school;
- where possible, the DSL will discuss significant safeguarding information directly with the receiving DSL.

8.11 Support Following Disclosure

Following a safeguarding disclosure, Weaver Trust will ensure that appropriate support is available for:

The Child

Including:

- pastoral support;
- emotional wellbeing support;
- counselling where appropriate;
- educational support;
- multi-agency support.

Staff

The Trust recognises that safeguarding cases can be emotionally demanding.

Appropriate support, supervision and wellbeing opportunities will be available for staff involved in safeguarding matters.

8.12 Flowchart – Responding to a Safeguarding Concern

1. Concern identified

↓

2. Respond immediately

Listen • Reassure • Do not investigate

↓

3. Record on CPOMS immediately

Use child's own words wherever possible

↓

4. Report immediately

DSL / Deputy DSL

↓

5. DSL Decision

Monitor • Early Help • Children's Social Care • Police • Other Agency

↓

6. Review

Monitor outcomes • Update CPOMS • Continue support

8.13 Professional Expectations

All Weaver Trust staff are expected to:

- act immediately;
- maintain professional curiosity;
- record accurately;
- report concerns promptly;
- challenge where necessary;

- place children's welfare above all other considerations.

Failure to follow safeguarding procedures may place children at risk and may constitute a disciplinary matter.

9. Specific Safeguarding Issues

9.1 Introduction

Safeguarding concerns affecting children continue to evolve. Weaver Trust recognises that abuse, neglect and exploitation can take many forms and that safeguarding professionals must remain alert to emerging risks.

Staff should understand that safeguarding concerns rarely occur in isolation. Children may experience multiple forms of abuse or vulnerability simultaneously, and safeguarding decisions should always consider the wider context of a child's life.

All staff will receive regular safeguarding training to ensure they remain aware of current safeguarding risks and local safeguarding priorities.

Where any of the issues outlined below are identified or suspected, staff must follow the reporting procedures set out in Section 8 of this policy.

9.2 Abuse and Neglect

Abuse may be:

- physical;
- emotional;
- sexual; or
- neglect.

Abuse can occur:

- within the family;
- within institutions;
- within communities;
- online;
- by adults;
- by other children.

Staff should be familiar with the indicators of abuse set out in Keeping Children Safe in Education 2026.

Detailed definitions are included within Appendix G.

9.3 Children Who May Be More Vulnerable

Some children have additional safeguarding needs and may require greater vigilance.

This includes children who:

- have SEND;
- have an EHCP;
- have a social worker;
- are looked after or previously looked after;

- are young carers;
- experience mental health difficulties;
- are persistently absent;
- attend alternative provision;
- have experienced trauma;
- are experiencing domestic abuse;
- are living in temporary accommodation;
- are privately fostered;
- are at risk of exploitation.

The Trust recognises that additional vulnerabilities may influence how abuse presents and how children communicate concerns.

9.4 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity.

This may include:

- County Lines activity;
- transporting drugs;
- carrying weapons;
- shoplifting;
- theft;
- violence;
- money laundering.

Indicators may include:

- unexplained gifts;
- multiple mobile phones;
- going missing;
- unexplained injuries;
- significant behavioural changes;
- association with older individuals;
- decline in school attendance.

9.5 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse.

Children may be manipulated or coerced into sexual activity in exchange for:

- affection;
- gifts;
- accommodation;
- money;

- status;
- drugs;
- alcohol;
- protection.

Indicators may include:

- unexplained relationships with older individuals;
- secrecy;
- sexualised behaviour;
- repeated missing episodes;
- sexually transmitted infections;
- unexplained gifts;
- emotional distress.

9.6 Domestic Abuse

Children who witness or experience domestic abuse are victims in their own right.

Domestic abuse may be:

- physical;
- emotional;
- psychological;
- sexual;
- financial;
- coercive or controlling behaviour.

Domestic abuse can significantly affect children's:

- emotional wellbeing;
- behaviour;
- attendance;
- learning;
- relationships;
- mental health.

Weaver Trust also participates in Operation Encompass. This is a national safeguarding partnership which ensures that schools are informed before the start of the next school day when a child has been exposed to a domestic abuse incident. The DSL will receive and manage notifications to ensure timely support and intervention is provided to children affected by domestic abuse.

9.7 Mental Health

The Trust recognises the strong relationship between safeguarding and children's mental health.

Mental health concerns may be:

- an indicator of abuse;
- a consequence of abuse;

- a safeguarding concern in their own right.

Where staff believe mental health concerns indicate a safeguarding risk, they must follow safeguarding procedures immediately.

9.8 Serious Violence

Staff should remain alert to indicators that children may be affected by serious violence.

- Indicators may include:
- increased absence;
- unexplained injuries;
- carrying weapons;
- changes in friendships;
- unexplained money;
- emotional changes;
- gang association.

9.9 County Lines

County Lines is a form of Child Criminal Exploitation involving organised criminal networks exploiting children to transport and sell illegal drugs.

Children involved may:

- travel frequently;
- go missing;
- possess multiple phones;
- appear fearful;
- carry weapons;
- be victims of violence;
- appear withdrawn.

9.10 Preventing Radicalisation

Under the Counter-Terrorism and Security Act 2015, schools have a duty to prevent children from being drawn into terrorism.

The Trust will:

- promote British Values;
- encourage respectful debate;
- develop critical thinking;
- identify vulnerability;
- make Prevent referrals where appropriate.

Concerns should be reported to the Designated Safeguarding Lead immediately.

9.11 Honour-Based Abuse

Honour-Based Abuse encompasses practices where violence or abuse is committed to protect perceived family or community honour.

This includes:

- forced marriage;
- female genital mutilation;
- other harmful practices.

Such abuse is a serious safeguarding concern and may constitute criminal offences.

9.12 Female Genital Mutilation (FGM)

FGM is illegal.

Teachers have a statutory duty to report known cases of FGM involving girls under 18 directly to the Police.

All concerns must also be reported immediately to the Designated Safeguarding Lead.

9.13 Forced Marriage

Forced marriage differs from arranged marriage.

It occurs where an individual is pressured, threatened or coerced into marriage without free and full consent.

Staff should report any concerns immediately.

9.14 Children Missing Education

Children missing education are at increased risk of:

- neglect;
- exploitation;
- abuse;
- forced marriage;
- criminal exploitation;
- trafficking.

Attendance concerns will always be considered within the wider safeguarding context, alongside local authority's Children Missing in Education procedures.

9.15 Online Harm

Technology presents significant safeguarding opportunities but also risks.

Children may experience:

- cyberbullying;
- online grooming;
- sexual exploitation;
- extremist content;
- harmful online challenges;
- fraud;
- misinformation.

The Trust's approach to online safety is set out in Section 10 of this policy.

9.16 Emerging Risks

Safeguarding practice continues to evolve.

The Trust will remain alert to emerging safeguarding issues identified through:

- Keeping Children Safe in Education;
- local safeguarding partnerships;
- Serious Case Reviews;
- Child Safeguarding Practice Reviews;
- Ofsted findings;
- police intelligence;
- national safeguarding alerts.
- National Information Centre on Children of Offenders - https://www.nicco.org.uk/

Training and procedures will be updated to reflect new and emerging risks.

Key Practice Principles

Whenever staff identify or suspect any safeguarding issue they must:

Recognise

↓

Respond

↓

Record

↓

Report

↓

Review

No member of staff is expected to determine whether abuse has occurred.

Their responsibility is to recognise concerns, respond appropriately and report without delay.

10. Digital Safeguarding and Online Safety

10.1 Our Commitment

Digital technology plays an essential role in children's education, communication and daily lives. While technology provides significant opportunities for learning and personal development, it also presents safeguarding risks that require effective leadership, education and robust systems.

Weaver Trust is committed to creating a safe digital environment where children can learn confidently, responsibly and securely.

Online safety is viewed as a safeguarding issue rather than simply an ICT matter. It forms part of the Trust's wider safeguarding culture and is everyone's responsibility.

10.2 A Whole School Approach

Every Weaver Trust school will adopt a whole-school approach to online safety by:

- embedding online safety within safeguarding practice;
- teaching children how to stay safe online through the curriculum;
- promoting responsible digital citizenship;
- maintaining effective filtering and monitoring systems;

- responding promptly to online safeguarding concerns;
- working collaboratively with parents and carers to promote safe online behaviour.

Online safety education will be age-appropriate, progressive and regularly reviewed to reflect emerging risks.

10.3 Responsibilities

Trust Board

The Trust Board will ensure that:

- appropriate filtering and monitoring systems are in place across all schools;
- online safeguarding risks are regularly reviewed;
- leaders receive assurance that systems remain effective;
- sufficient resources are available to maintain safe digital environments.

Headteachers

Headteachers will ensure:

- online safety forms part of safeguarding leadership;
- filtering and monitoring systems are regularly reviewed;
- staff understand reporting procedures;
- online safety incidents are investigated appropriately;
- children receive high-quality online safety education.

Designated Safeguarding Lead

The DSL will:

- oversee online safeguarding concerns;
- work with IT leaders where appropriate;
- respond to online abuse or exploitation;
- coordinate referrals where necessary;
- monitor patterns of online risk;
- contribute to staff training.

All Staff

All staff must:

- promote safe online behaviour;
- recognise indicators of online abuse;
- supervise children's online activity appropriately;
- report online safeguarding concerns immediately;
- maintain professional boundaries online.

10.4 Online Risks

Children may be exposed to a range of online risks, including:

Content Risks

Exposure to:

- inappropriate or harmful material;
- extremist content;
- pornography;
- misinformation;
- self-harm or suicide content;
- hate content.

Contact Risks

Including:

- online grooming;
- exploitation;
- coercion;
- radicalisation;
- inappropriate contact from adults;
- contact from unknown individuals.

Conduct Risks

Including:

- cyberbullying;
- online harassment;
- sharing inappropriate material;
- peer abuse online;
- harmful online behaviour.

Commercial Risks

Including:

- scams;
- financial exploitation;
- gambling;
- inappropriate advertising;
- persuasive design features encouraging excessive use.

10.5 Filtering and Monitoring

Weaver Trust schools will maintain appropriate filtering and monitoring systems that:

- protect children from harmful content;
- support teaching and learning;
- comply with statutory guidance;
- are regularly reviewed;
- are proportionate to pupils' ages and needs.

Filtering and monitoring arrangements are not a substitute for effective supervision or education.

Children will continue to be taught how to recognise and manage online risk.

10.6 Online Safety Education

Online safety forms part of the wider curriculum, including:

- Computing;
- Relationships Education;
- Relationships and Sex Education;
- Health Education;
- Personal Development;
- assemblies;
- pastoral programmes.

Children will learn about:

- healthy online relationships;
- privacy;
- digital footprints;
- consent;
- cyberbullying;
- misinformation;
- online exploitation;
- reporting concerns;
- respectful online behaviour.

10.7 Cyberbullying

Cyberbullying will be treated with the same seriousness as any other form of bullying.

Incidents may include:

- abusive messages;
- exclusion;
- online humiliation;
- impersonation;
- sharing images without consent;
- threatening behaviour.

All incidents will be investigated promptly and managed in accordance with the Behaviour Policy and this Safeguarding and Child Protection Policy.

10.8 Sharing Nude or Semi-Nude Images

The sharing of nude or semi-nude images by children is a safeguarding matter.

Staff must:

- never intentionally view or copy images where this is avoidable;
- never forward images;
- report concerns immediately to the DSL;
- follow national guidance regarding the management of incidents.

The Designated Safeguarding Lead will assess each case individually, considering:

- safeguarding risk;
- coercion;
- exploitation;
- criminal behaviour;
- the welfare of all children involved.

Support will always be provided to children affected.

10.9 Use of Artificial Intelligence (AI)

The Trust recognises that children increasingly access artificial intelligence tools and generative technologies.

Staff will educate pupils about the safe, ethical and responsible use of AI, including:

- protecting personal information;
- recognising inaccurate or misleading content;
- understanding bias;
- avoiding inappropriate use;
- seeking adult support where concerns arise.

The Trust will continue to review emerging technologies and update safeguarding practice accordingly.

10.10 Working with Parents

Parents and carers play a vital role in promoting online safety.

Schools will support families by:

- providing guidance on parental controls;
- sharing information about emerging online risks;
- promoting safe use of social media;
- encouraging open conversations about online activity;
- signposting appropriate support.

10.11 Reporting Online Concerns

Any online safeguarding concern should be reported immediately in accordance with Section 8 of this policy.

This includes concerns relating to:

- cyberbullying;
- online grooming;
- exploitation;
- inappropriate content;
- extremist material;
- online abuse;
- sharing of indecent images;
- online threats;

- harmful online behaviour.

Concerns will be recorded on CPOMS and managed by the Designated Safeguarding Lead.

10.12 Weaver Trust Commitment

Weaver Trust recognises that technology continues to evolve rapidly.

We are committed to ensuring that our safeguarding practice evolves alongside it by:

- reviewing digital safeguarding arrangements regularly;
- maintaining effective filtering and monitoring;
- educating children to become safe and responsible digital citizens;
- supporting parents and carers;
- investing in staff training;
- responding proactively to emerging technologies and online risks.

Our aim is not simply to restrict technology but to equip children with the knowledge, skills and confidence to use it safely throughout their lives.

11. Child-on-Child Abuse

11.1 Our Commitment

Weaver Trust recognises that children are capable of abusing other children and that child-on-child abuse can occur both inside and outside school, including online.

We are committed to creating a culture where:

- all children feel safe;
- abusive behaviour is never accepted as "banter", "part of growing up" or "just having fun";
- concerns are identified early;
- children know how to report concerns;
- victims are supported;
- appropriate action is taken to address the behaviour of those responsible.

All allegations of child-on-child abuse will be taken seriously, investigated appropriately and managed in accordance with statutory safeguarding guidance.

11.2 Principles

Weaver Trust believes that:

- all children have the right to learn in a safe environment;
- child-on-child abuse is never acceptable;
- every child involved deserves to be listened to;
- victims should never be made to feel responsible for the abuse they have experienced;
- children displaying harmful behaviour often require support as well as appropriate sanctions;
- safeguarding responses must be proportionate, child-centred and trauma-informed.

The safety and welfare of all children involved will remain paramount.

11.3 Forms of Child-on-Child Abuse

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

- bullying, including prejudice-based and discriminatory bullying;
- cyberbullying;
- physical abuse;
- emotional abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- abuse within intimate personal relationships between children;
- coercive or controlling behaviour;
- initiation or hazing-type violence;
- upskirting;
- sharing of nude or semi-nude images or videos without consent;
- causing someone to engage in sexual activity without consent.

Child-on-child abuse can affect children of any age, gender, ethnicity, disability, faith or sexual orientation.

11.4 Prevention

Prevention is fundamental to Weaver Trust's safeguarding culture.

We will promote respectful relationships through:

- a broad and balanced curriculum;
- Relationships Education and Relationships, Sex and Health Education (RSHE);
- Personal Development;
- assemblies;
- behaviour education;
- restorative approaches where appropriate;
- pupil voice;
- anti-bullying initiatives;
- online safety education.

Children will be taught:

- what respectful behaviour looks like;
- the importance of consent;
- healthy friendships and relationships;
- personal boundaries;
- how to seek help;
- how to report concerns;
- how to be an active bystander safely.

11.5 Recognising Concerns

Staff should remain alert to indicators that may suggest child-on-child abuse, including:

- unexplained changes in behaviour;

- anxiety or withdrawal;
- reluctance to attend school;
- deterioration in attendance;
- friendship difficulties;
- signs of emotional distress;
- unexplained injuries;
- concerning online activity;
- changes in academic engagement;
- disclosures from children or parents.

Concerns may present gradually over time rather than through a single incident.

Professional curiosity is essential.

11.6 Responding to Concerns

Any concern relating to child-on-child abuse must be:

- taken seriously;
- reported immediately to the Designated Safeguarding Lead;
- recorded promptly on CPOMS;
- managed in accordance with safeguarding procedures.

Staff should not attempt to investigate incidents independently.

The Designated Safeguarding Lead will assess:

- the nature of the concern;
- the level of risk;
- immediate safeguarding needs;
- whether external agencies should be involved;
- appropriate support for all children involved

11.7 Supporting Children

Supporting the Child Who Has Experienced Harm

The Trust will ensure that children who have experienced abuse receive timely and appropriate support.

This may include:

- pastoral support;
- emotional wellbeing support;
- counselling or therapeutic services;
- adjustments to timetables;
- safety planning;
- support from external agencies;
- ongoing review by the DSL.

The wishes and feelings of the child will be central to all decisions.

Supporting the Child Displaying Harmful Behaviour

Children who display harmful behaviour may also have unmet needs or safeguarding vulnerabilities.

The Trust will:

- assess underlying factors;
- provide appropriate support;
- work with parents and carers where appropriate;
- involve external agencies where necessary;
- implement behaviour and safeguarding plans;
- monitor progress.

Appropriate disciplinary action may be taken where necessary; however, sanctions alone are unlikely to reduce future risk.

11.8 Risk Assessment

Where appropriate, the Designated Safeguarding Lead will complete a written risk assessment.

This will consider:

- the safety of all children involved;
- supervision arrangements;
- classroom organisation;
- contact between children;
- transport arrangements;
- extracurricular activities;
- ongoing monitoring.

Risk assessments will be reviewed regularly and updated whenever circumstances change.

11.9 Sexual Violence and Sexual Harassment

Weaver Trust will not tolerate sexual violence or sexual harassment in any form.

Children should feel confident that:

- they will be listened to;
- concerns will be taken seriously;
- appropriate action will be taken;
- support will be available.

Incidents will be managed in accordance with Keeping Children Safe in Education 2026 and any relevant local safeguarding procedures.

The Designated Safeguarding Lead will determine, on a case-by-case basis, whether the matter should be managed internally or referred to Children's Social Care and/or the Police.

11.10 Managing Allegations

When managing allegations of child-on-child abuse, the Trust will consider:

- the wishes and feelings of the child;
- the age and developmental stage of those involved;
- any power imbalance;

- previous concerns;
- the wider safeguarding context;
- any additional vulnerabilities.

Decisions will be proportionate, evidence-informed and focused on safeguarding.

11.11 Recording and Monitoring

All concerns relating to child-on-child abuse will be:

- recorded on CPOMS;
- reviewed by the DSL;
- monitored over time;
- evaluated to identify patterns or emerging concerns.

The Trust Safeguarding Lead may review cases as part of safeguarding quality assurance to identify learning and ensure consistency across the Trust.

11.12 Weaver Trust Commitment

Creating schools where every child feels safe requires more than responding to incidents—it requires a culture built on respect, inclusion and positive relationships.

Across Weaver Trust we will:

- promote dignity and respect;
- challenge inappropriate language and behaviour;
- educate children about healthy relationships;
- encourage reporting;
- support victims;
- address harmful behaviour;
- work with families and safeguarding partners;
- continually review our practice to ensure children remain safe.

12. Attendance, Inclusion and Children Missing Education

12.1 Our Commitment

Weaver Trust recognises that regular attendance at school is fundamental to safeguarding, wellbeing and educational achievement.

Children who are absent from education, persistently absent or missing education are at significantly increased risk of:

- abuse;
- neglect;
- child sexual exploitation;
- child criminal exploitation;
- county lines;
- forced marriage;
- female genital mutilation;

- radicalisation;
- serious violence;
- poor mental health;
- social isolation.

Attendance is therefore viewed as a safeguarding responsibility rather than solely an educational issue.

Across Weaver Trust, every absence matters.

12.2 Attendance as a Safeguarding Priority

Every Weaver Trust school will promote excellent attendance through:

- strong relationships with families;
- high expectations;
- early intervention;
- robust monitoring;
- timely support;
- partnership working.

Schools will seek to identify and remove barriers to attendance wherever possible.

Persistent absence will never be viewed simply as poor attendance. Staff will always consider whether safeguarding concerns may be contributing to a child's absence.

12.3 Early Identification

Attendance patterns will be monitored daily.

The school will identify children who:

- are persistently absent;
- are severely absent;
- have unexplained absences;
- regularly arrive late;
- display changing attendance patterns;
- are absent following safeguarding concerns;
- are absent immediately before or after holidays;
- repeatedly miss particular lessons or activities.

Attendance information forms part of the school's wider safeguarding monitoring.

12.4 Children Missing Education

Children Missing Education (CME) are at increased risk of harm.

Where a child is missing education, the school will:

- make immediate enquiries;
- attempt to contact parents and carers;
- use all available emergency contacts;
- liaise with partner agencies;
- notify the Local Authority where required;

- maintain accurate records;
- continue safeguarding enquiries until the child's whereabouts are established.

The Trust will comply with all statutory responsibilities relating to Children Missing Education.

12.5 Persistent and Severe Absence

Where attendance becomes a concern, schools will adopt a graduated response.

This may include:

- conversations with parents;
- attendance meetings;
- pastoral support;
- Early Help;
- family support;
- referrals to external agencies;
- safeguarding assessment.

Attendance concerns should always be considered alongside other indicators of vulnerability.

12.6 Elective Home Education

Parents have the right to educate their children at home.

Where a parent expresses an intention to electively home educate, the school will:

- discuss the decision with parents;
- consider any safeguarding concerns;
- involve the Designated Safeguarding Lead where appropriate;
- notify the Local Authority in accordance with statutory requirements.

Where safeguarding concerns exist, these will be addressed before removal from roll where required by legislation and local procedures.

12.7 Alternative Provision

Where pupils attend Alternative Provision, Weaver Trust retains responsibility for ensuring that appropriate safeguarding arrangements remain in place.

Schools will:

- undertake appropriate quality assurance;
- monitor attendance;
- maintain regular communication;
- review safeguarding arrangements;
- share safeguarding information appropriately;
- monitor educational progress and wellbeing.

The welfare of the child remains the responsibility of the referring school.

12.8 Inclusion and Safeguarding

We recognise that inclusive practice is fundamental to effective safeguarding.

Children may experience increased vulnerability because of:

- SEND;
- disability;
- communication needs;
- mental health needs;
- social disadvantage;
- adverse childhood experiences;
- trauma;
- discrimination;
- exclusion.

Safeguarding responses will always consider each child's individual circumstances and any barriers that may affect their ability to communicate concerns or access support.

Reasonable adjustments will be made where necessary to ensure every child can participate fully in safeguarding processes.

12.9 Children with SEND

Children with Special Educational Needs and Disabilities may:

- experience abuse at higher rates than their peers;
- communicate concerns differently;
- have greater dependency on adults;
- find it more difficult to recognise abuse;
- experience social isolation.

Staff working with children with SEND must remain particularly vigilant and ensure that safeguarding approaches are adapted to meet individual communication and learning needs.

The DSL and SENDCo will work closely together to coordinate support and ensure safeguarding plans reflect the child's individual needs.

12.10 Children with a Social Worker

The Trust recognises that children who have, or have had, a social worker are more likely to experience disadvantage and poorer educational outcomes.

Schools will:

- maintain regular communication with social workers;
- promote educational achievement;
- monitor attendance and wellbeing;
- contribute to statutory meetings;
- ensure safeguarding plans are implemented effectively.

12.11 Looked After and Previously Looked After Children

The Trust is committed to promoting the educational achievement, wellbeing and safeguarding of looked after and previously looked after children.

Each school will have a designated teacher responsible for supporting these children.

Schools will:

- contribute to Personal Education Plans (PEPs);
- work closely with Virtual Schools;
- monitor attendance and progress;
- promote stability and belonging;
- ensure safeguarding arrangements are effective.

12.12 Weaver Trust Commitment

Every child has the right to belong, participate and succeed.

Weaver Trust is committed to ensuring that:

- attendance barriers are addressed promptly;
- vulnerable children receive timely support;
- inclusion remains central to school improvement;
- safeguarding informs attendance practice;
- every child remains visible, connected and supported.

13. Safer Recruitment and Workforce Safeguarding

13.1 Commitment

Weaver Trust is committed to attracting, recruiting and retaining adults who share our commitment to safeguarding and promoting the welfare of children.

Robust recruitment processes are an essential part of safeguarding and help to prevent unsuitable individuals from working with children.

Safeguarding considerations underpin every stage of recruitment, selection, appointment and induction.

13.2 Safer Recruitment

The Trust will ensure recruitment processes comply with:

- Keeping Children Safe in Education 2026
- Safer Recruitment Consortium Guidance
- Equality Act 2010
- Employment legislation

Recruitment processes will include:

- safeguarding statements within advertisements;
- safeguarding-focused application forms;
- scrutiny of employment history;
- exploration of gaps in employment;
- safeguarding questions during interview;
- verification of qualifications;
- identity checks;
- right to work checks;
- enhanced DBS checks;

- barred list checks where appropriate;
- prohibition checks;
- Section 128 checks where applicable;
- online searches of shortlisted candidates;
- overseas checks where required.

13.3 Single Central Record

Every Weaver Trust school will maintain an accurate Single Central Record.

The SCR will include all statutory checks and will be reviewed regularly by:

- Headteachers;
- the Trust Safeguarding Lead;
- HR;
- Governors;
- Trustees through safeguarding audits.

13.4 Induction

Every new employee will receive safeguarding induction before commencing regulated activity.

Induction will include:

- this policy;
- Staff Code of Conduct;
- KCSIE Part One (or Annex A where appropriate);
- Whistleblowing Policy;
- Low-Level Concerns Policy;
- Behaviour Policy;
- Online Safety Policy;
- identity of the DSL;
- CPOMS procedures.

13.5 Visitors and Contractors

All visitors will:

- sign in;
- receive safeguarding information;
- wear identification;
- be appropriately supervised where necessary.

Contractors engaged in regulated activity will be subject to appropriate safeguarding checks.

14. Managing Allegations, Low-Level Concerns and Whistleblowing

14.1 Principles

The Trust recognises its responsibility to safeguard children from harm posed by adults working with them.

Every allegation or concern will be treated seriously, managed fairly and dealt with promptly.

14.2 Allegations Against Adults

Where an allegation suggests an adult has:

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

the Headteacher (or Chair of Trustees where appropriate) will consult the Local Authority Designated Officer (LADO) immediately.

The Trust will not investigate allegations before seeking LADO advice.

14.3 Low-Level Concerns

Weaver Trust promotes an open and transparent safeguarding culture.

A low-level concern is behaviour that is inconsistent with the Staff Code of Conduct but does not meet the threshold for managing allegations.

Examples include:

- boundary issues;
- inappropriate language;
- one-off lapses in professional judgement;
- inappropriate communication.

Low-level concerns should be reported to the Headteacher promptly and recorded in accordance with the Trust's Low-Level Concerns Policy.

Patterns of behaviour will be monitored.

14.4 Whistleblowing

All staff have a professional duty to raise concerns regarding:

- unsafe practice;
- poor safeguarding culture;
- failure to act;
- inappropriate conduct;
- organisational failings.

Staff will be supported to raise concerns without fear of detriment.

Where concerns cannot be resolved internally, staff may contact:

- LADO;
- NSPCC Whistleblowing Advice Line;
- Ofsted (where appropriate);
- Police.

15. Record Keeping, Information Sharing and Confidentiality

15.1 Record Keeping

Accurate safeguarding records are essential.

Weaver Trust uses CPOMS as its Trust-wide safeguarding recording system.

All safeguarding records must be:

- factual;
- timely;
- professional;
- secure;
- child-centred.

15.2 Information Sharing

Effective safeguarding depends upon timely information sharing.

The Trust will share information:

- lawfully;
- proportionately;
- securely;
- with professionals who need the information to safeguard children.

Data protection legislation is not a barrier to sharing safeguarding information where a child is at risk.

15.3 Confidentiality

Safeguarding information will only be shared on a need-to-know basis.

Staff must never promise confidentiality to children where safeguarding concerns exist.

15.4 Transfer of Records

Where pupils transfer schools:

- safeguarding records will transfer securely;
- DSLs will communicate directly where appropriate;
- receipt of records will be confirmed.

16. Safeguarding Training, Governance and Quality Assurance

16.1 Training

Every member of staff will receive:

- safeguarding induction;
- annual safeguarding updates;
- regular safeguarding briefings;
- online safety training;
- Prevent training;
- role-specific safeguarding development where appropriate.

The Designated Safeguarding Lead will complete training in accordance with statutory requirements and maintain their knowledge through continuous professional development.

16.2 Governance

Trustees receive safeguarding information through:

- annual safeguarding reports;
- safeguarding audits;

- safeguarding compliance reviews;
- safeguarding data;
- serious incident reporting;
- external reviews where appropriate.

The Board will challenge and support leaders to ensure safeguarding remains effective.

16.3 Trust Quality Assurance

The Trust Safeguarding Lead will coordinate a programme of quality assurance including:

- safeguarding audits;
- CPOMS reviews;
- pupil voice;
- safeguarding learning walks;
- file audits;
- attendance reviews;
- safeguarding action plans;
- DSL network meetings;
- governor safeguarding monitoring.

Learning from audits will inform Trust improvement planning.

16.4 Continuous Improvement

The Trust will continually review safeguarding practice by considering:

- legislative change;
- local safeguarding priorities;
- safeguarding reviews;
- Ofsted findings;
- national guidance;
- emerging safeguarding risks.

Safeguarding is viewed as an evolving area of professional practice requiring continual reflection and improvement.

17. Monitoring, Review and Policy Management

17.1 Monitoring

Implementation of this policy will be monitored through:

- safeguarding audits;
- governor monitoring;
- trustee scrutiny;
- school improvement reviews;
- external safeguarding reviews where appropriate;
- safeguarding data analysis;
- attendance monitoring;

- quality assurance visits.

17.2 Review

This policy will be reviewed:

- annually;
- following changes to statutory guidance;
- following significant safeguarding incidents;
- following learning from Child Safeguarding Practice Reviews;
- where local safeguarding arrangements change.

Minor amendments may be approved by the Chief Executive Officer to reflect changes in legislation or statutory guidance between formal review cycles.

17.3 Linked Policies

This policy should be read alongside the Trust's:

- Behaviour Policy;
- Staff Code of Conduct;
- Online Safety Policy;
- Safer Recruitment Policy;
- Managing Allegations Policy;
- Low-Level Concerns Policy;
- Whistleblowing Policy;
- Attendance Policy;
- SEND Policy;
- Equality Policy;
- Health and Safety Policy;
- Educational Visits Policy;
- Relationships and Health Education Policy.

Appendices

Appendix A: Weaver Trust Safeguarding Contacts (Trust Safeguarding Lead, DSLs, Deputy DSLs, Safeguarding Trustee)

Appendix B: Reporting a Safeguarding Concern (one-page flowchart)

Appendix C: Cheshire West Safeguarding Contacts (i-ART, LADO, Early Help, Emergency Duty Team, Police)

Appendix D: Halton Safeguarding Contacts (iCART, LADO, Early Help, Emergency Duty Team, Police)

Appendix E: Categories and Indicators of Abuse (summary table aligned to KCSIE 2026)

Appendix F: Responding to a Disclosure (staff aide-memoire)

Appendix G: Key Safeguarding Definitions (including child protection, early help, contextual safeguarding, child-on-child abuse, exploitation, online harms)

Appendix H: National Organisations and Support Services

Approved by: _____ _____

Chair of Trust **CEO**

Date: _____ _____

Appendix A

Weaver Trust Safeguarding Contacts

Trust Safeguarding Team		
Role	**Name**	**Contact Details**
Chief Executive Officer	Annette Williams	annette.williams@weavertrust.org
Trust Safeguarding Lead	Annette Williams	annette.williams@weavertrust.org
Trust Safeguarding Trustee	Matthew Lord	matthew.lord@weavertrust.org

Grange Community Nursery and Primary School Safeguarding Team		
Headteacher	Harriet McGilloway	head@grange-pri.cheshire.sch.uk
Designated Safeguarding Lead	Harriet McGilloway	head@grange-pri.cheshire.sch.uk
Deputy DSL	Kerry Clarke	kclarke@grange-pri.cheshire.sch.uk
Family Support Worker	Kerry Clarke	kclarke@grange-pri.cheshire.sch.uk
Attendance Lead	Chantelle Ode Crimes	code@grange-pri.cheshire.sch.uk
SENCO (KS1 and KS2)	Holly Wetherall	hwetherall@grange-pri.cheshire.sch.uk
SENCO (EYFS)	Daisy Thomson	dthomson@grange-pri.cheshire.sch.uk

Comberbach Nursery and Primary School Safeguarding Team		
Executive Headteacher	Claire Harrison	claire.harrison@weavertrust.org
Head of School	Holly Young	head@comberbach.cheshire.sch.uk
Designated Safeguarding Lead	Claire Harrison	claire.harrison@weavertrust.org
Designated Safeguarding Lead	Holly Young	head@comberbach.cheshire.sch.uk
Deputy DSL	Lisa Green	lgreen@comberbach.cheshire.sch.uk
Attendance Lead	Holly Young	head@comberbach.cheshire.sch.uk
SENCO	Lisa Green	lgreen@comberbach.cheshire.sch.uk

Barnton Community Nursery and Primary School Safeguarding Team		
Headteacher	Sara Albiston	head@barnton.cheshire.sch.uk
Designated Safeguarding Lead	Sara Albiston	head@barnton.cheshire.sch.uk
Deputy DSL	Ruth Grocott	rgrocott@barnton.cheshire.sch.uk
Family Support Worker	Jo Rathbone	jrathbone@barnton.cheshire.sch.uk
Attendance Lead	Sara Albiston	head@barnton.cheshire.sch.uk
SENCO	Amy Thomson	athomson@barnton.cheshire.sch.uk
SENCO	Hannah Lagar	hlagar@barnton.cheshire.sch.uk

Leftwich Community Primary School Safeguarding Team

Headteacher	Claire Harrison / Lynn Guy	head@leftwichprimary.cheshire.sch.uk
Designated Safeguarding Lead	Claire Harrison / Lynn Guy	head@leftwichprimary.cheshire.sch.uk
Deputy DSL	Sarah Campbell	scampbell@leftwichprimary.cheshire.sch.uk
Deputy DSL	Helen Scott	hscott@leftwichprimay.cheshire.sch.uk
Family Support Worker	Sue Bain	sbain@leftwichprimary.cheshire.sch.uk
Attendance Lead	Claire Harrison	head@leftwichprimary.cheshire.sch.uk
SENCO	Natalie O'Neill	senco@leftwichprimary.cheshire.sch.uk

Westminster Community Primary School Safeguarding Team		
Headteacher	Sarah Davenport	sarah.davenport@westminsterprimary.cheshire.sch.uk
Designated Safeguarding Lead	Sarah Davenport	sarah.davenport@westminsterprimary.cheshire.sch.uk
Deputy DSL	Tracy Phillips	tracy.phillips@westminsterprimary.cheshire.sch.uk
Deputy DSL	Claire Rennie	claire.rennie@westminsterprimary.cheshire.sch.uk
Deputy DSL	Holly Pierce	holly.pierce@westminsterprimary.cheshire.sch.uk
Family Support Worker	Tracy Phillips	tracy.phillips@westminsterprimary.cheshire.sch.uk
Attendance Lead	Claire Rennie	claire.rennie@westminsterprimary.cheshire.sch.uk
SENCO	Rachel Edwards	rachel.edwards@westminsterprimary.cheshire.sch.uk

Halton Lodge Nursery and Primary School Safeguarding Team		
Headteacher	Emma Dunn	head@haltonlodge.co.uk
Designated Safeguarding Lead	Emma Dunn	head@haltonlodge.co.uk
Deputy DSL	Emma Rock	emma.rock@haltonlodge.co.uk
Family Support Worker	Emma Rock	emma.rock@haltonlodge.co.uk
Attendance Lead	Emma Rock	emma.rock@haltonlodge.co.uk
SENCO	Erin Rees	erin.rees@haltonlodge.co.uk

Emergency Contacts:	
Emergency Services	999
Police (Non-Emergency)	101
NHS	111
i-Art (Children's Social Care CWAC)	0300 123 7047
iCART (Children's Social Care Halton)	0303 333 4302

Appendix B

Reporting a Safeguarding Concern - Weaver Trust Reporting Flowchart

A concern is identified



Respond immediately

• Listen

• Reassure

• Do not investigate



Record concern

• Record immediately on CPOMS

• Use child's own words

• Record facts only



Report immediately



DSL / Deputy DSL



DSL Decision



Monitor
Early Help
Children's Social Care
Police
LADO
Prevent



Review



Continue support



Monitor outcomes



Update CPOMS

Appendix C

Responding to a Child's Disclosure

DO

✓ Stay calm

✓ Listen carefully

✓ Allow the child to talk

✓ Reassure them

✓ Explain you must share information to keep them safe

✓ Record accurately

✓ Report immediately

DON'T

✗ Ask leading questions

✗ Investigate

✗ Interrupt

✗ Promise confidentiality

✗ Judge

✗ Delay reporting

Remember

TED

Tell me…

Explain…

Describe…

Only use these to clarify—not investigate.

Appendix D

Cheshire West Safeguarding Contacts

Children's Social Care
Integrated Access and Referral Team (i-ART)
Telephone: 0300 123 7047

Out of Hours Emergency Duty Team
Telephone: 01244 977277

Local Authority Designated Officer (LADO)

Email: safeguardinglado@cheshirewestandchester.gov.uk

Early Help

Telephone: 01244 255792

Email: earlyhelpandprevention@cheshirewestandchester.gov.uk

Cheshire West Safeguarding Children Partnership

Website: https://cheshirewestscp.uk/

Cheshire Police

Emergency: 999

Non-Emergency: 101

Prevent Team

Email: https://my.cheshirewestandchester.gov.uk/service/prevent_referral_form

CAMHS

Telephone: 01244 393200

Website: cwp.westcheshire.camhsteam@nhs.net

Appendix E

Halton Safeguarding Contacts

Children's Social Care
Integrated Contact and Referral Team (iCART)
Telephone: 0303 333 4302

Out of Hours Emergency Duty Team
Telephone: 0345 050 0148

Local Authority Designated Officer (LADO)

Email: LADO@halton.gov.uk

Early Help

Email: haltonfis@halton.gov.uk

Halton Safeguarding Children Partnership

Website: https://haltonsafeguardingchildrenpartnership.org.uk/

Cheshire Police

Emergency: 999

Non-Emergency: 101

Prevent Team

Email: https://www3.halton.gov.uk/Pages/health/prevent.aspx

CAMHS

Telephone: 01928 568162

Website: https://www.merseycare.nhs.uk/our-services/professionals/halton/child-and-adolescent-mental-health-service-halton-referrals

Appendix F

Categories and Indicators of Abuse

Category	Possible Indicators
Physical Abuse	**Injuries, bruising, burns, fear of adults**
Emotional Abuse	**Low self-esteem, anxiety, withdrawal**
Sexual Abuse	**Sexualised behaviour, knowledge beyond age**
Neglect	**Poor hygiene, hunger, inappropriate clothing**
Domestic Abuse	**Anxiety, aggression, tiredness**
CCE	**Missing episodes, money, phones**
CSE	**Older relationships, gifts, secrecy**
County Lines	**Travel, exploitation, missing**
Radicalisation	**Extremist views, isolation**
Online Abuse	**Grooming, bullying, harmful content**
Harmful Sexual Behaviour	**Inappropriate sexual behaviour**
Mental Health	**Self-harm, emotional distress**

Remember

One indicator alone does not necessarily mean abuse.

Patterns are significant.

Appendix G

Key Safeguarding Definitions

Term	Definition
Safeguarding	Protecting children from maltreatment, preventing impairment of health or development, ensuring safe care, and enabling best outcomes.
Child Protection	Activity undertaken to protect children suffering or likely to suffer significant harm.
Early Help	Support provided as soon as a problem emerges.
Significant Harm	Threshold for statutory intervention under the Children Act 1989.
Contextual Safeguarding	Risks occurring outside the family environment.
Child Criminal Exploitation	Exploitation involving criminal activity.
Child Sexual Exploitation	Sexual abuse involving exploitation, including forcing, causing or inciting children to engage sexual activity. Children are more likely to know their abuser than not. Under 13s can never legally consent to sexual activity.
County Lines	Criminal exploitation through drug distribution networks.
Faith Targeted Abuse	Racism and faith-targeted abuse
Harmful Sexual Behaviour	Developmentally inappropriate sexual behaviour.
Child-on-Child Abuse	Abuse by one child towards another which includes discriminatory behaviour, racism and faith-targeted abuse.
Online Safety	Safeguarding children in the digital environment.

Appendix H

National Support Services

Organisation	Purpose	Contact
NSPCC	Child protection advice	www.nspcc.org.uk
Childline	Support for children	0800 1111
CEOP	Online exploitation	www.ceop.police.uk
Police	Emergency	999
Police	Non-Emergency	101
Crimestoppers	Anonymous reporting	0800 555111
Samaritans	Emotional support	116 123
Prevent	Radicalisation concerns	GOV.UK
Internet Watch Foundation	Online abuse reporting	www.iwf.org.uk

Appendix I

Annual Safeguarding Compliance Checklist

Area	Yes	No	Action Required
Policy reviewed annually	☐	☐	
DSL trained within required timescales	☐	☐	
Deputy DSLs trained	☐	☐	
Annual safeguarding training completed by all staff	☐	☐	
KCSIE 2026 read and understood	☐	☐	
Single Central Record audited	☐	☐	
CPOMS audit completed	☐	☐	
Filtering and monitoring reviewed	☐	☐	
Safeguarding Governor monitoring completed	☐	☐	
Trust safeguarding audit completed	☐	☐	
Local safeguarding contacts verified	☐	☐	
Emergency contacts updated	☐	☐	