



School Name: Stalyhill Schools' Federation

Section 1: Safeguarding Leads within Schools

Position	Name	E-mail Address
Head Teacher	Lisa Lockett	lisa.lockett@stalyhill-inf.tameside.sch.uk
Designated Safeguarding Lead	Lisa Lockett	lisa.lockett@stalyhill-inf.tameside.sch.uk
Deputy Safeguarding Lead	Leah Plant - Infants Hayley Meehan – Infants Angela Stewart-Milne – Juniors Ben Fuller - Juniors	leah.plant@stalyhill-inf.tameside.sch.uk hayley.meehan@stalyhill-inf.tameside.sch.uk ASM@stalyhill-jun.tameside.sch.uk BF@stalyhill-jun.tameside.sch.uk
Designated staff for Cared for Children (previously LAC)	Leah Plant – Infants Angela Stewart-Milne - Juniors	leah.plant@stalyhill-inf.tameside.sch.uk ASM@stalyhill-jun.tameside.sch.uk
E-Safety Lead	Lisa Lockett	lisa.lockett@stalyhill-inf.tameside.sch.uk
Early Help Champion	Leah Plant – Infants Angela Stewart-Milne - Juniors	leah.plant@stalyhill-inf.tameside.sch.uk ASM@stalyhill-jun.tameside.sch.uk
Chair of Governors	Katie Buckley	Katie.buckley@stalyhill-inf.tameside.sch.uk
Governor responsible for safeguarding	Rachel Anderson	rachel.anderson@stalyhill-inf.tameside.sch.uk
Designated senior lead for mental health	Lisa Lockett	lisa.lockett@stalyhill-inf.tameside.sch.uk

Question No	Question	Yes or No (response only)
1.1	Is your designated safeguarding Lead fully trained, i.e., attendance at Safeguarding Partnership and subsequent refresher training. This is alignment with KCSIE (2024) Paragraphs 102-105	Yes
1.2	Is your designated lead on the school's senior leadership team	Yes

Section 2: Policy and Procedures

Question No	Question	Yes/No (response only)	Is it available on your school website (if not please attached)- Yes-No
2.1	Do your schools have a policy on staff behaviour policy/ code of conduct? Has the policy adopted the principles of Safe Working Practice?	Yes	No - Attached
2.2	Do your schools have policies on e-safety?	Yes	Yes
2.3	Do your schools have policies on whistleblowing?	Yes	Yes
2.4	Do the schools have a robust anti-bullying policy and is it reviewed with pupils	Yes	Yes
2.5	Are systems in place to ensure that all health and safety guidelines are met?	Yes	Yes
2.6	Are there robust procedures in place to ensure the safe use of the internet and other electronic media in school?	Yes	Yes
2.7	The Schools' Child Protection Policies are updated as set out by KCSIE (2024) and evidence that this policy is fully implemented and effective?	Yes	Yes
2.8	Do your schools have a behavioural policy?	Yes	Yes
2.9 (new)	Do the schools have a school attendance policy? As outlined n 26-30 para Working Together to improve school attendance	Yes	Yes

Section 3: Safeguarding Children

Question No	Question	Traffic Lights	Evidence
3.1	Is there a system in place for carrying out risk assessments when they are needed?		Risk assessments are routinely created for specific activities, areas and equipment in both schools. These are reviewed by Governors and updated as necessary. All visits are risk assessed – copies are kept for the life of the risk assessment + 3 years Individual children have personal risk assessments
3.2	How do you ensure pupil safety in off site education and work placements?		All off-site education is risk assessed – available in school Remote learning – continual contact is in place between schools and families via phone and email, all parents have access to safeguarding info via the website and school training
3.3	How do you know that all pupils in your schools feel safe?		Annual pupil surveys Regular discussions in class and during PSHE lessons Use of 'Worry Monsters' for children School Council discussions Time spent with the HT at the Captains Table (Infants) – opportunity for discussion OFSTED verified – Inspection reports February 2022 (Infants), July 2024 (Juniors)
3.4	How are children briefed on safe use of electronic media, i.e., the internet, social networking and mobile phones? (e-safety)		Age-appropriately via PSHE and computing curriculums Assemblies – sharing and discussing the child-friendly safeguarding policies at both schools Safer Internet day materials

3.5	How do you ensure that incidents of homophobic and racist behaviour are challenged?		ALL unacceptable behaviour is challenged and incidents of this nature are logged on CPOMS and if necessary, reported. Parents informed of individual incidents & letters sent out at both schools reminding parents that this behaviour/language is not tolerated. All years – Show Racism the Red Card Workshops 2024 Police talks with Yr5 & Yr6 included racist and derogatory language section – also linked to online bullying/trolling.
3.6*	How do you ensure that incidents of bullying and racism are logged internally?		CPOMS system at both schools – all staff know where and how to report and record incidents
3.7	Are the schools using the Early Help Process, engaged in the team around school and proactive in identifying and supporting families at an early stage?		Yes – No current EHAs in place at Infant school, however several in place at the Junior School. Senior Leaders at both schools have attended EHA training and know where to seek assistance when necessary. In regular contact with Nichola Ryder – EHA lead
3.8	Do your staff create and use opportunities to encourage children and young people to communicate about issues that concern them?		Class and School Councils PSHE and circle times Morning time in the Launchpad/Retreat for those children that need support to regulate and time to talk. *Vulnerable children are given 1:1 support and time with trusted adults to discuss worries or concerns (*vulnerable includes any child who may be temporarily having a difficult time, be unsettled etc. – not just CIN, CP, EH, LAC children) ALL children are routinely reminded that they can speak to any adult in school at any time. Parents are also given this message.

3.9	Is support available to children and young people, including any who are at particular risk or who have disclosed abuse?		Yes – see above We have referred several disclosures in to the MASH in the last year. All disclosures are correctly followed up. These were also reviewed as part of the Junior School OFSTED inspection – July 2024
3.10	Do the schools identify children who are young carers and assess their needs?		No young carers in school at present
3.11	How do the schools promote child protection and the safeguarding of children through the national curriculum? Specially issues of: personal safety, self-esteem, anti-bullying, racism, homophobia, sex and relationships education; access to the internet, online safety CSE, Domestic violence, FGM, Forced marriage, radicalisation, serious violence, gang activity, upskirting, nude/semi-nude images, child on child abuse.		Via the PSHE and SRE curriculums, in an age-appropriate manner. Via assemblies and the wider curriculum, especially if issues arise. Via bespoke workshops and talks from the police and other external agencies and charities (Junior School) Through the use of the NSPCC tools, ie: The Pants Rule and Pantosaurus (Infant school) Via our Mobile Phone Policy and association with Smartphone Free Childhood.
3.12	All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, such as criminal exploitation.		All staff briefed on signs and what to look out for. All staff understand the range and types of ACEs and Extra-familial harm. – part of CP update training and E.bulletins
3.13	Do the schools have an effective whole school approach to safeguarding in both physical and online environment		Yes – included in CP Policy, half-termly safeguarding ebulletins sent to all staff, annual safeguarding update training All staff have online form for reporting hazards and physical safeguarding concerns to SLT / Site staff. All staff trained in updated filtering and monitoring procedures – all devices use SENSO and device usage is logged and monitored.

3.14	All staff are aware of the role that technology plays in safeguarding and well-being of children		Yes – as above
3.15	How do you enable children to report safeguarding concerns, including at home, online and child on child abuse		Through having excellent relationships with key staff in school Via PSHE and circle times Via Worry Monsters Via Interventions such as Think Bricks, ELSA and Hot Shots Via regular check-in conversations with staff Via our 'safe-spaces' – The Launchpad / The Retreat
3.16	Children who may be LGBT have a trusted adult who they can be open with and safe spaces for discussions.		Break out rooms and nurture spaces available in school. All children have named members of staff to go to, SLT also visible at all times for children.
3.17	Schools share safeguarding concerns within the local area with safeguarding partners		Yes – where necessary and appropriate

Section 4: Working with other Agencies to Safeguard Children (Yes/No)

Question No	Question	Yes/No
4.1	Are the schools pro-active and effective in their links with relevant agencies, particularly Children's Social Work Service.	Yes
4.2	Do the schools ensure good communication with other relevant agencies and services	Yes
4.3	Do the schools routinely inform the LA when the school/parents de-register their child (children) from the school? Or when a child goes missing from school?	Yes
4.4	Do you ensure the appropriate member of staff represents the schools at child protection conferences? (including those that are out of term-time)	Yes
4.5	Do you ensure that the schools provide a report from child protection conferences? Is there evidence that the schools complete reports for Child Protection conferences?	Yes

4.6	Do you ensure the appropriate member of staff represents the schools at Child In Need meetings?	Yes
4.7	Do you ensure that the schools provide a report for Children in Need meetings and complete Early Help Assessments appropriately?	Yes
4.8	Do the senior leadership team understand current TSCP and Greater Manchester Procedures, Safeguarding arrangements, including the TSCP escalation policy, Threshold document	Yes
4.9	The senior leadership team are aware of the TSCP priority areas, and support the delivery of these priority areas, such as the neglect strategy.	Yes
4.10 (updated)	When children are absent from education for prolonged periods and/or on repeat occasions the working together guidance to improve school attendance is followed? KCSIE 178 – alongside the document Working Together to Improve school attendance	Yes
4.11 (new)	Do you have policies and procedures in place for Operation Encompass referrals that relevant staff are aware of and have access to?	Yes
4.12 (new)	Have relevant staff completed Operation Encompass online training?	Yes
4.13 (new)	Are Operation Encompass notifications recorded on CPOMS?	Yes

Section 5: Safeguarding Training (Yes/No)

Question No	Question	Yes/No
5.1	Have all staff had Child Protection/ Safeguarding training annually, as set out by para 12 KCSIE (2024)	Yes
5.2 (update)	Have all staff that work with children read part 1 of DFE guidance KCSIE (2024).	Yes
5.3	Do your staff receive training opportunities on safeguarding issues such as e-safety, mental health, radicalisation, safe working practice, racism, homophobia, CSE and domestic violence?	Yes
5.4 (update)	Have all staff had awareness training of Safeguarding issues that can put children at harm, such as Child Sexual Exploitation, Child Criminal Exploitation, Substance misuse, deliberately missing education, sharing of nude images, FGM and Mental Health and unexplainable and/or persistent absences from education. KCSIE (2024) Para 29 amended from missing from education	Yes
5.5	Do the schools have a fully trained lead professional who undertakes Early Help Assessments?	Yes
5.6	Have at least the head and one governor undertaken appropriate safer recruitment training?	Yes

Section 6: Communicating to Staff (Yes/No)

Question No	Question	(Yes/No)
6.1	The Federation Staff handbook contains information about Child Protection Procedures and lead contact persons in the School regarding safeguarding.	Yes
6.2	Do staff and other adults working in the schools receive briefing on Child Protection, the Schools' Child Protection Procedures and the Schools' safe working practice guidance as part of the induction arrangements	Yes
6.3	How are updates on Safeguarding and Child Protection communicated to staff?	Via half-termly bulletins created by the DSL and via INSET/Twilight

Below is a list of statements about staff, can you evidence how they are being met.

Question No	Question	(Yes/No)
6.4	All staff members understand their responsibility to provide a safe environment	Yes
6.5	All staff have been made aware of the early help process, understand their roles in the process and are prepared to identify pupils who are in need of early help?	Yes
6.6 (updated)	All staff have been made aware of the process to follow when a pupil confides that they are being abused, neglected, witness or experience the effect of domestic abuse and understand that they should only involve those who need to be involved. (Update aligned to KCSIE (2024) para 24	Yes
6.7	All staff have been made aware of the process of making referrals to early help and Social Care	Yes
6.8	All Staff know how to manage the requirement to maintain appropriate confidentiality whilst at the same time liaising with professionals.	Yes

Section 7: Handling Sensitive Data (Yes/No)

Question No	Question	(Yes/No)
7.1	Do the schools have robust procedures for the secure handling of sensitive data by all members of staff	Yes
7.2	Do the schools ensure that the electronic transfer of confidential information is secure?	Yes
7.3	What is the system for recording confidential child protection information (including concerns, discussions & strategy meetings)	CPOMS
7.4	Do the schools ensure that confidential Child Protection information on a pupil is transferred when the pupil transfers to or from another school?	Yes

Section 8: Safe Recruitment (Yes/No)

Question No	Question	(Yes/No)
8.1	Is the federation recruitment policy in line with all guidance on safer recruitment practice in KCSIE (2024)?	Yes
8.2	Safer recruitment checklist completed & kept in individual personnel file.	Yes
8.3	Is there a single central record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	Yes
8.4	Job adverts and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS	Yes
8.5	Every Job description and specification states the safeguarding responsibilities.	Yes
8.7	Two references are collected as set out in para 227-230 KCSIE (2024)	Yes
8.8	For volunteers who are left unsupervised with children or allowed to work in regulated activity have the necessary checks as set out in para 311-318 (KCSIE 2024)	Yes
8.9	Are checks made against the barred list prior to staff starting work in school? (it is unlawful to allow employees to commence work before you have checked the barred list, even if they are starting work pending enhanced DBS disclosure)	Yes
8.10	No teacher starts work in school prior to being checked that they are not subject to a teacher prohibition order	Yes

8.11	Governors can ensure themselves that people involved in recruitment have being on the safer recruitment training	Yes
8.12	For agency and third party staff. The school or college must have written notification from the agency or third party staff that they would have carried out checks for their own staff and DBS is carried out by the employee's business.	Yes

Section 9: Dealing with allegations against staff (Yes/No)

Question No	Question	Yes/No
9.1	Does the governing body have procedures for dealing with allegation of abuse against members of staff, visitors, volunteers or governors that comply with guidance from the LA and locally agreed inter-agency procedures?	Yes
9.2	Is a member of the governing body designated to follow the procedure in the event of an allegation against the head teacher?	Yes
9.3	Your procedures for reporting such allegations to the LA are compliant with Tameside Safeguarding Children Partnership. In addition, if there is learning from the allegations it becomes embedded in school policy or practice.	Yes
9.4	The procedures for dealing with allegations of abuse, covers supply teachers.	Yes
9.5	Policy and procedures are in place for managing low level concerns, as set out in KCSIE (2024) para 431-436	Yes

Section 10: Feedback from Children and Engaging with Families (Traffic Light)

Question No	Question	Traffic Lights	Evidence
10.1	Do the schools carry out an annual survey of pupil's view on bullying in school and beyond the school gates?		Pupil surveys are completed annually. Last survey completed – February 2024
10.2	How do staff create and use opportunities to encourage parents and carers to communicate		EHT and HoS visible on playground daily – opportunities to informally chat to parents and

	about issues that concern them, including whom to talk to if they have a concern/complaint?		for them to discuss any issues 'Open door' Policy at all times at both schools Parent forum held when issues arise Multiple lines of communication open to parents including email access and telephone.
10.3	How do the schools inform all parents of support available within the school and the community?		In parents noticeboards, on website and through signposting systems in place via SENCo and designated teacher for Cared for Children.
10.4	Do the schools offer regular briefing /communications on e-safety for parents?		Workshop offered annually Could send more regular online safety bulletins to parents – similar to those sent out to staff
10.5	Do the schools include in their prospectuses and on the websites information for parents about the school's role in child protection?		Yes – full website page on Safeguarding and Child Protection policy and procedures on both school websites
10.6	Are the school's Child Protection Policies made available to parents on the schools' websites?		Yes – CP Policy on both schools' websites
10.7	Can you evidence a, culture of listening to children and taking account of their wishes and feelings both in individual decisions and development of services		Yes – CPOMs evidences this in individual children's files School Council minutes Pupil Voice surveys
10.8	Are measures in place to ensure your schools are ones in which children and young people are always valued, respected, listened to and taken seriously?		Ethos of high expectations for staff and children Children treated with the utmost respect at all times – culture comes from SLT Use of worry monsters in class – PSHE and School Council Safeguarding culture across school of anything that 'doesn't feel right' is reported to DSL

Section 11: Governing Body Oversight (Yes/No Section)

Question No	Question	Traffic Lights
11.1	Does the senior designated person make an annual report on safeguarding and child protection to the governing body?	Yes
11.2	Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection?	Yes
11.3	Does the Governing Body review the CP Policy annually, including child on child abuse?	Yes
11.4	The governors have good oversight of whether pupils feel safe (inside, outside of school and online) and pupils know which adults to approach if they have any concerns?	Yes
11.5	Does the Governing Body ensure that where school premises are used for the provision of other services that the body concerned has appropriate CP policies and procedures and where appropriate will liaise with the schools' DSP? Updated in para 169-170 KCSIE (2024)	Yes – Wise Owl club
11.6	Governing bodies and proprietors are aware of Data Protection Act (2018) and UK General Data Protection regulation and follow ICO guidance.	Yes
11.7	The proprietor is not a DSL.	n/a
11.8 (new)	The governing body has oversight to ensure that all staff had completed safeguarding and child protection training as set out in para 123 KCSIE (2024)	Yes

Section 12: Mental Health (Traffic Lights)

Question No	Question	Traffic Lights	Evidence
12.1	Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems		Same systems in place as identifying all SEND/Safeguarding concerns. All staff have a clear awareness of the way MH may present in children and how to refer to DSL/SENCo immediately. All concerns reported to CPOMs. Routes to escalation are clear including whistleblowing.

12.2	All staff have awareness of mental health issues in children, and how abuse, neglect and exploitation can impact on a child's mental health, including adverse childhood experiences		Staff in school are trained in MHFA, Wellbeing Wallet, Bereavement counselling, Hot Shots & ELSA. All staff are reminded of how abuse and neglect etc. can impact MH via the monthly E.bulletins
12.3	Your schools have strong links to partner agencies who can provide additional support with children's suffering from mental health		EP CAMHS (HYM) Liam Hand (private counselling services)

Section 13- Child on Child Abuse (Traffic Lights)

Question No	Question	Traffic Lights	Evidence
13.1	All staff are aware that children can abuse other children, and are skilled to challenge inappropriate behaviours including; sexual harassment/violence, physical violence, bullying, and abuse in the virtual world.		Included in CP policies. Included in annual safeguarding update and half-termly e bulletins
13.2	Challenging inappropriate behaviour as described in 13.1 is embedded within the school and support is available for victims and perpetrators of child on child abuse		Schools maintain culture of 'It could happen here' All inappropriate behaviour is challenged and reported.
13.3	All staff are aware that just because child on child abuse isn't reported, doesn't mean it's not happening		Schools maintain a culture of 'It could happen here' Staff are expected to be vigilant at all times Half termly safeguarding bulletins keep safeguarding at the forefront of everyone's mind
13.4	The schools have embedded the statutory guidance on how schools should respond to		Yes

	concerns of sexual violence and sexual harassment (including outside school and online).		
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Action Plan

Action reference	Action required	Date to be completed	By Who	Action completed
10.01	Ensure that future pupil surveys contain questions about bullying beyond the school gates.	February 2025	LL	