



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Child Protection and Safeguarding Policy

Academic Year 2026 – 2027

Item	Detail
Policy Owner	Safeguarding and Community Education
Ratified By	Governing Body
Ratification Date	September 2026
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Version	1.0

1. Key Contacts

1.1 School Safeguarding Contacts

Role	Name	Contact
Safeguarding & Prevent Governor	Jen Griffin	j.griffin@bowkervale.manchester.sch.uk
Headteacher	Alex Reed	MCPA: 0161 202 8989 / a.reed@mca.manchester.sch.uk
Designated Safeguarding Lead (DSL)	Joe Beaumont	MCPA: 0161 202 8989 Joseph.beaumont@mca.manchester.sch.uk

Role	Name	Contact
Deputy Designated Safeguarding Leads (DDSL)	Letitia Murphy Lorraine Carlin Sophie Cullen Alice Hall	MCPA: 0161 202 8989 letitia.murphy@mca.manchester.sch.uk MCPA: 0161 202 8989 l.carlin@mca.manchester.sch.uk MCPA: 0161 202 8989 sophie.cullen@mca.manchester.sch.uk MCPA: 0161 202 8989 alice.hall@mca.manchester.sch.uk
Trust Headteacher: Pupil Support	Jacq Maynard	MCA/GMAT: 0161 202 0161 j.maynard@gmatrust.co.uk
AHT: SENDCo & Senior Mental Health Lead	Alice Hall	MCPA: 0161 202 8989 alice.hall@mca.manchester.sch.uk
Mental Health Lead	Alice Hall	MCPA: 0161 202 8989 alice.hall@mca.manchester.sch.uk
Attendance Lead	Sophie Cullen	MCPA: 0161 202 8989 sophie.cullen@mca.manchester.sch.uk
Designated Teacher for CLA	Sharon Brown	MCPA: 0161 202 8989 s.brown01@mca.manchester.sch.uk
Family Support	Lorraine Carlin	MCPA: 0161 202 8989

Role	Name	Contact
Executive Principal / CEO	John Rowlands	GMAT: 0161 202 0161 / j.rowlands@gmatrust.co.uk
Director of Digital Services	Niall Beard	GMAT: 0161 202 0161 n.beard@gmatrust.co.uk

1.2 Local & National Safeguarding Contacts

Service	Contact
Social Care Advice and Guidance Service (AGS)	0161 234 5001
Early Help North	earlyhelpnorth@manchester.gov.uk / 0161 234 1973
Early Help Central	earlyhelpcentral@manchester.gov.uk / 0161 234 1975
Early Help South	earlyhelpsouth@manchester.gov.uk / 0161 234 1977
Complex Safeguarding Hub Advice Line	0161 226 4196
Manchester LADO	LADO@manchester.gov.uk / 0161 234 1214
Safeguarding in Education Team	Safeguardingedu@manchester.gov.uk / 0161 245 7171

Service	Contact
Manchester Virtual School	Virtualschool.education@manchester.gov.uk / 0161 234 4160
School Attendance Team	Schoolattendance@manchester.gov.uk / 0161 219 6986
NSPCC Whistleblowing Helpline	0800 028 0285 / help@nspcc.org.uk

2. Introduction and School Commitment

2.1 Policy Aims

- Safeguard and promote the welfare of all children.
- Ensure concerns about children are identified, reported, and responded to promptly.
- Create a school-wide culture in which safeguarding is everyone's responsibility.
- Ensure children know how to seek help and are listened to when they do.
- Protect children from harm both online and offline.
- Support effective multi-agency partnership working to improve outcomes for children.
- Ensure safeguarding practice is child-centred, inclusive, and responsive to the needs of all children.

2.2 Our Commitment

At Manchester Communication Primary Academy (MCPA), we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's

responsibility and that all children have the right to grow up in a safe, secure, and nurturing environment.

MCPA's leaders and governors, alongside Greater Manchester Academies Trust (GMAT) leadership and trustees, facilitate a whole-school approach to safeguarding. We maintain continuous vigilance under the ethos of "it could happen here." All adults are supported to recognise various forms and signs of abuse and to understand that safeguarding issues rarely occur in isolation.

3. Legislative Framework

This policy complies with relevant legislation, statutory guidance, and local authority procedures:

- **Keeping Children Safe in Education (KCSIE) 2026**
- **Working Together to Safeguard Children 2026**
- **Children Act 1989 and 2004**
- **Education Act 2002 (Section 175)**
- **Equality Act 2010 & Public Sector Equality Duty (PSED)**
- **Human Rights Act 1998**
- **Prevent Duty Guidance 2023 / Counter-Terrorism and Security Act 2015**
- **Female Genital Mutilation Act 2003 & FGM Statutory Guidance**
- **EYFS Statutory Framework**
- **Childcare Disqualification Regulations 2018**
- **Education (Independent School Standards) Regulations 2014**
- **School Staffing (England) Regulations 2009**
- **Working Together to Improve School Attendance (2024)**
- **Manchester Safeguarding Partnership (MSP) Multi-Agency Policy and Procedures**

4. Safeguarding Principles and Children's Rights

4.1 Definition of Safeguarding

Safeguarding and promoting the welfare of children means: protecting children from maltreatment; preventing impairment of children's mental/physical health or development; ensuring that children grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

4.2 Definition of Child Protection

Child protection refers specifically to the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm.

4.3 Safeguarding Values

- Safeguarding is everyone's responsibility.
- The welfare and best interests of the child are paramount.
- All children have the right to be listened to and express their views.
- Information sharing internally and across partner agencies is critical.
- Early identification and intervention prevent escalation.

4.4 Local Context & School Ethos

MCPA collaborates directly with Manchester City Council and the Manchester Safeguarding Partnership.

- **Domestic Abuse Priority:** Domestic abuse is currently identified as a significant risk factor within our school community. Targeted support, Operation Encompass protocols, and early interventions are deployed to support affected children.
- **Critical Incidents:** The trust-wide critical incident management strategy is maintained via the GMAT website and aligned with MCC/One Education guidance.

4.5 Children's Rights

MCPA supports Manchester City Council's commitment as a Child Friendly City and is an accredited UNICEF Rights Respecting School. Our policy supports Articles 3, 28, 29, and 31 of the UN Convention on the Rights of the Child:

- **Article 3:** Best interests of the child must be a top priority.
- **Article 28:** Right to an education.
- **Article 29:** Education must develop every child's personality, talents, and abilities.
- **Article 31:** Right to relax, play, and take part in cultural and artistic activities.

5. Equality, Diversity, and Inclusion

MCPA is committed to anti-discriminatory practice under the Equality Act 2010 and the Public Sector Equality Duty.

Staff maintain heightened awareness for pupils who may face increased barriers or vulnerabilities, including children who:

- Have Special Educational Needs or Disabilities (SEND) or long-term medical conditions.
- Experience mental health difficulties or emotional wellbeing concerns.
- Are Young Carers.
- Are at risk of criminal exploitation, county lines, or anti-social behaviour.
- Are missing, or have been missing, from education, home, or care.
- Have multiple suspensions, are at risk of exclusion, or attend alternative provision.
- Are at risk of CSE, CCE, trafficking, modern slavery, radicalisation, or honour-based abuse (FGM, forced marriage).
- Have a parent/carer in custody.
- Live with domestic abuse, substance misuse, or adult mental ill-health.
- Are Children in Need, subject to Child Protection plans, Looked After (CLA), Previously Looked After, or in kinship care.

- Identify as LGBTQ+ or are exploring gender identity.
- Are refugees, asylum seekers, or international new arrivals.
- Experience poverty, housing insecurity, or homelessness.

6. Roles and Responsibilities

6.1 Governing Board & Trustees

The Local Governing Board and Trustees maintain strategic oversight. They scrutinise safeguarding reports at every meeting and receive an annual detailed report. Weekly safeguarding reviews rotate across multi-agency discussion, caseload management, and safeguarding audits.

The Governing Body ensures that:

- All governors read KCSIE 2026 in full and complete safeguarding training.
- A named Safeguarding Governor (Jen Griffin) liaises with the DSL and trust lead.
- Systems (worry boxes, emotional check-ins, pupil voice) allow children to raise concerns safely.
- Safer recruitment, Single Central Record (SCR) maintenance, filtering/monitoring oversight, and managing allegations against adults are strictly enforced.

6.2 Headteacher

The Headteacher (Alex Reed) ensures:

- Safeguarding policies adopted by the Governing Board are implemented across all staff, contractors, and volunteers.
- Adequate time, funding, resources, and supervision are provided to the DSL team.
- Allegations against adults are managed immediately in liaison with the LADO.
- In the Headteacher's absence, authorized cover is provided by Jacq Maynard (Trust Headteacher: Pupil Support) or Joe Beaumont (Deputy Headteacher & DSL).

6.3 Designated Safeguarding Lead (DSL)

The DSL (Joe Beaumont) and DDSLs (Letitia Murphy, Lorraine Carlin) are members of the leadership team. DDSLs are trained to the same standard as the DSL.

Cover during school holidays and closures is coordinated in partnership with Manchester Communication Academy (MCA).

The DSL team will:

- Lead on case management, referrals (Social Care AGS, Channel, DBS, Police), and multi-agency meetings.
- Maintain accurate, confidential records on CPOMS.
- Promote educational outcomes for children with (or previously with) a social worker.
- Escalate concerns via local MSP procedures where services fail to improve child outcomes.
- Access professional supervision and attend local DSL networks.

6.4 All Staff

All staff must maintain the attitude that "it could happen here." Staff will:

- Read KCSIE 2026 Part 1.
- Comply with the Staff Code of Conduct and Safer Working Practices.
- Identify indicators of abuse, neglect, exploitation, and online harm.
- Never promise confidentiality to a child.
- Record concerns promptly on CPOMS following verbal notification.

6.5 Statutory Mandatory Duty for Teachers

Teachers have a statutory duty to report known cases of FGM visually seen or disclosed by an under-18 girl directly to the Police.

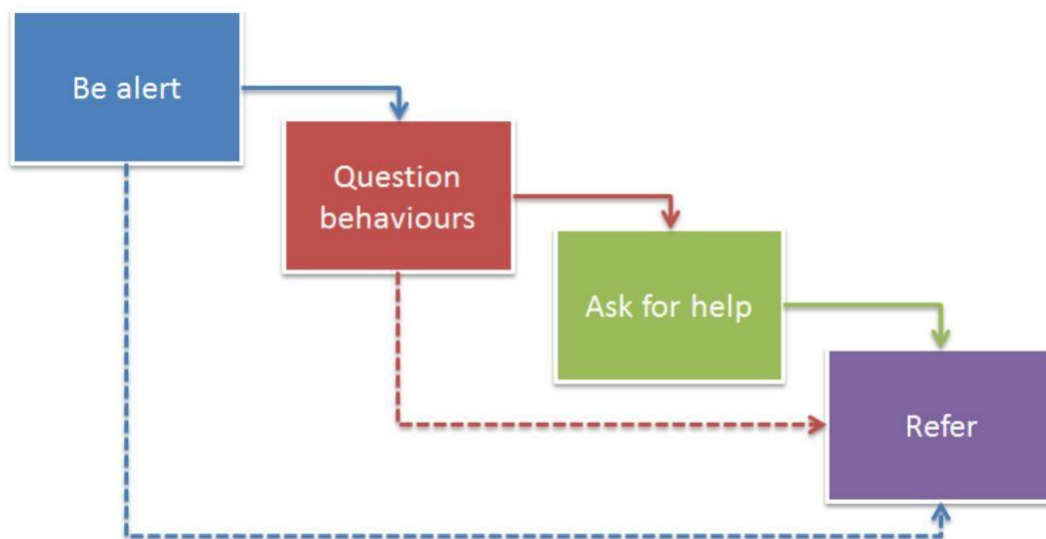
7. Training and Induction

- **Induction:** All new staff and volunteers complete safeguarding induction before starting, including digital safeguarding and filtering/monitoring.
- **Regular Updates:** All staff undertake formal child protection training every two years, alongside annual updates, INSET briefings, and weekly safeguarding focus items.
- **DSL Training:** The DSL and DDSLs complete formal DSL training every two years and attend regular local cluster updates.
- **Safer Recruitment:** At least one member on every interview panel is certified in Safer Recruitment (renewed every 3 years).
- **Online Safety & Cyber Security:** Staff receive training on emerging digital risks, Generative AI, filtering/monitoring, and Acceptable Use.
- **Prevent Duty:** Staff complete Prevent training to recognise radicalisation and extremism risks.

8. Identifying and Responding to Concerns

8.1 Summary of Internal Referral Process

1. **Immediate Verbal Report:** Inform the safeguarding team in person without delay. First point of contact: Joe Beaumont (DSL), Letitia Murphy (DDSL), or Lorraine Carlin (DDSL). If unavailable: Alice Hall, Sophie Cullen, or Alex Reed. Out-of-hours/trust escalation: Jacq Maynard (0161 202 0161).
2. **CPOMS Entry:** Record details on CPOMS immediately *after* the verbal referral. Staff without CPOMS accounts complete a physical paper concern sheet for immediate upload.
3. **Follow-Up:** Reporting staff must follow up with the DSL team to verify actions taken and escalate if unsatisfied.



8.2 Disclosures

When receiving a disclosure, staff must listen without interruption, remain calm, avoid leading questions, reassure the pupil, explain that secrecy cannot be kept, and document exact words on CPOMS.

9. Early Help and Multi-Agency Working

- **Early Help:** MCPA engages with Manchester's Family Hubs, Early Help Hubs (North, Central, South), and holds strength-based conversations with families to deliver early intervention.
- **Multi-Agency Cooperation:** The school contributes to Early Help Assessments (EHA), Child in Need (CiN) plans, Child Protection (CP) conferences, and Strategy Discussions. Reports are submitted at least 48 hours in advance and incorporate the voice of the child.

10. Supporting Vulnerable Children

MCPA runs internal multi-agency "Pastoral Huddle" meetings to review vulnerable children. These huddles analyze safeguarding records, family context, behaviour, academic progress, wellbeing, worry box submissions, and attendance patterns.

Specialist oversight is provided for Looked After Children (CLA), Previously CLA, pupils with SEND, and children with an allocated Social Worker.

11. Child-on-Child Abuse

Child-on-child abuse is strictly unacceptable and is never dismissed as "banter" or "boys being boys."

- **Prevention & Culture:** Promoted via high staff supervision, open toilet/sink layout designs, RSHE consent education, worry boxes, and emotional check-in tools.
- **Contextual & Complex Safeguarding:** Where CCE, CSE, or gang involvement is identified, MCPA works with Children's Social Care, the Complex Safeguarding Hub advice line (0161 226 4196), and local Engage Panels.
- **Forms of Abuse Handled:** Sexual violence and harassment, upskirting, consensual/non-consensual sharing of nude images (including AI-generated content), physical abuse, initiation rituals, and bullying.

12. Online Safety and Digital Safeguarding

- **Whole-School Approach:** Technology is integrated safely into the curriculum. Digital safety risks are evaluated across the 4 Cs: Content, Contact, Conduct, and Commerce.
- **Filtering and Monitoring:** Overseen by the Trust Director of Digital Services (Niall Beard) alongside the DSL. Breaches generate immediate alerts to the DSL for direct follow-up.
- **Mobile Phones:** MCPA is a mobile-free site for pupils. Any devices brought to school must be handed to the office at arrival for safekeeping.
- **Remote & Home Communication:** Staff communicate with families exclusively through official platforms (e.g., School Spider app).

13. Safeguarding in the Curriculum

Safeguarding education is embedded across:

- Personal Development / PSHE and RSHE curricula.
- Computing and Digital Safety units.

- Assemblies, themed awareness weeks, and pupil focus groups.
- Community safety education, knife crime awareness (aligned with Manchester's Knife & Weapon Protocol), and external workshops (e.g., Global Policing and GMP).
- Named "5 Trusted Adults" activities.

14. Safer Recruitment

MCPA enforces strict pre-employment processes in line with KCSIE Part 3:

- Detailed application forms required (CVs are not accepted).
- Two verified references obtained prior to interview.
- Online searches conducted for shortlisted candidates.
- Full pre-employment checks completed (Identity, Right to Work, Enhanced DBS with Barred List, Prohibition checks, overseas checks) and recorded on the Single Central Record (SCR).
- **DBS Renewal:** In line with local policy, DBS checks for existing staff are reviewed every three years as determined by the Governing Body.

14.1 Lettings & Site Users

Only GMAT-vetted external providers and lettings operate on-site. Hirers must evidence full compliance with *Keeping Children Safe in Out of School Settings*.

15. Managing Allegations Against Adults

15.1 Reporting Procedure

1. Report allegations verbally to the Headteacher (Alex Reed) without delay.
2. Follow up immediately with a written email to a.reed@mca.manchester.sch.uk.
3. If the Headteacher is absent, notify the Deputy Headteacher or Trust Headteacher.

4. **Allegations against the Headteacher:** Contact CEO John Rowlands (0161 202 0161 / j.rowlands@gmatrust.co.uk). If against the CEO, contact the Chair of Trustees via adminprimary@mca.manchester.sch.uk.

15.2 Harm Threshold Cases

Where an adult has harmed a child, committed an offence, or shown unsuitability, the Headteacher contacts the Manchester LADO (0161 234 1214) on the same day prior to internal investigation. Records are secured confidentially on CPOMS StaffSafe.

15.3 Low-Level Concerns

Concerns that do not meet the harm threshold (e.g., poor professional judgment, sense of unease) must be reported to the Headteacher in line with the Low-Level Concerns Policy to ensure early intervention. Whistleblowing is supported via the NSPCC Whistleblowing Helpline (0800 028 0285).

16. Site Security and Extended Provision

- Secure perimeter controls prevent unauthorized access or unmonitored pupil exit.
- All visitors must present official photo ID, sign in, and wear identification lanyards.
- Off-site educational visits are fully risk-assessed. Alternative Provision (AP) placements are restricted to MCC-approved or Ofsted Good/Outstanding providers.
- Governing policies: Lockdown Policy, Health & Safety Policy, Educational Visits Policy, Alternative Provision Procedures, Lettings Policy.

17. Monitoring and Quality Assurance

Safeguarding effectiveness is evaluated through:

- Bi-annual completion of the MCC Section 175 Safeguarding Self-Evaluation Tool (SEF).

- Termly SCR audits and governor monitoring visits.
- Weekly leadership review rotation across case management, multi-agency actions, and audits.
- Pupil voice activities and regular analysis of worry box submissions.

18. Linked Policies

- Behaviour Policy & Restrictive Intervention Policy
- Attendance Policy (incorporating Emotionally Based School Avoidance guidance)
- Staff Code of Conduct & Low-Level Concerns Policy
- Safer Recruitment Policy & Whistleblowing Policy
- Online Safety & Acceptable Use Policies (AUP)
- SEND Policy & Equality Opportunities Policy
- RSHE Policy & Health and Safety Policy

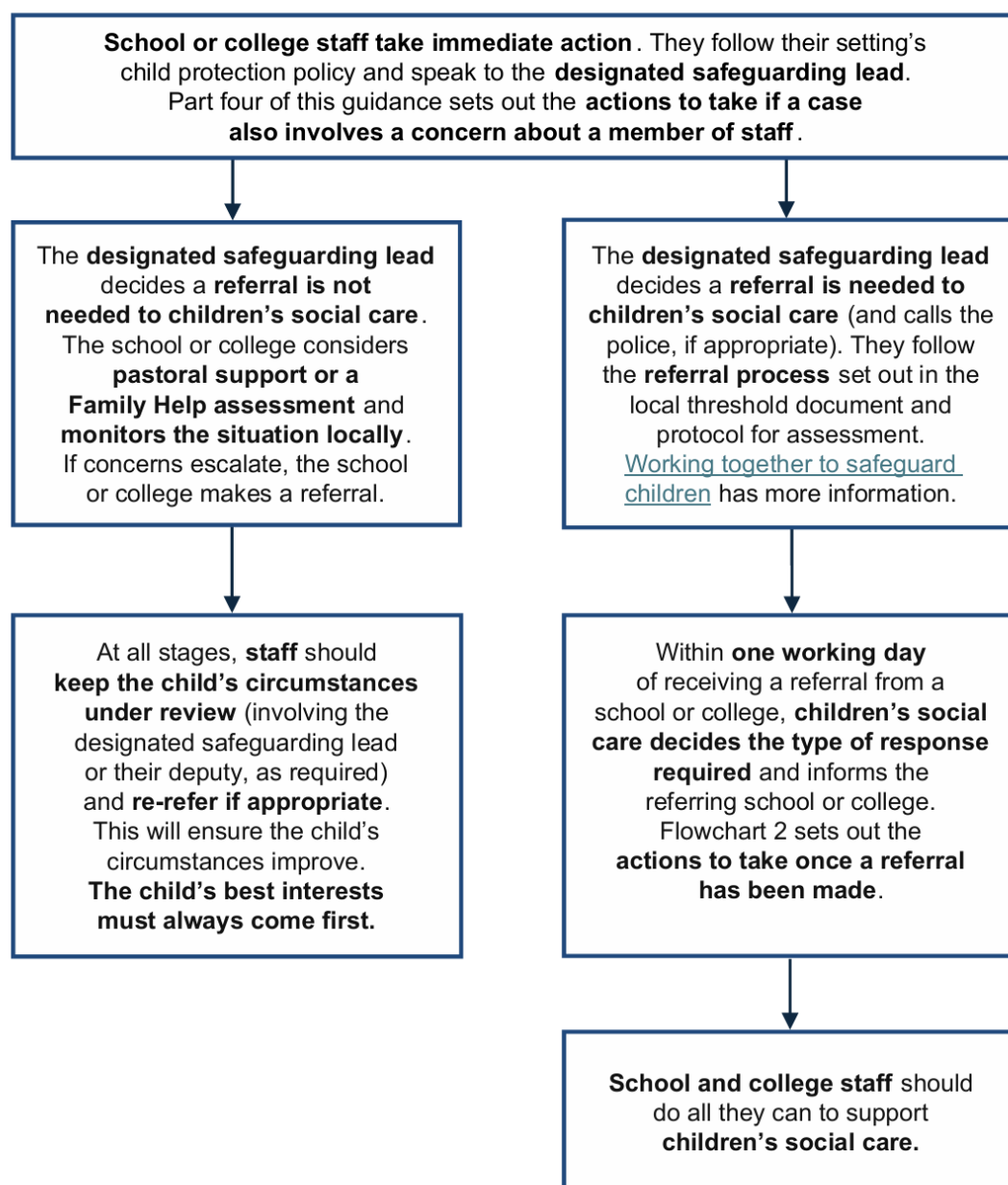
19. Appendices

- **Appendix A:** Flowchart of Actions When Concerned About a Child
- **Appendix B:** Definitions and Indicators of Abuse and Neglect
- **Appendix C:** Signs and Indicators of Child Sexual Abuse
- **Appendix D:** Definition of Regulated Activity
- **Appendix E:** Specific Safeguarding Issues (CCE, CSE, County Lines, FGM, Domestic Abuse, Radicalisation/Prevent, Serious Violence, CME)

19. Appendices

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

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



- Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977
- Social Care Advice & Guidance Service: 0161 234 5001
- Complex Safeguarding Hub Advice Line: 0161 226 4196
- MCC Safeguarding in Education Team:
safeguardingedu@manchester.gov.uk

Appendix B - Indicators of abuse and neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's

developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect

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

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

Appendix C - Signs and indicators of Child Sexual Abuse

[Signs and indicators: A template for identifying and recording concerns of child sexual abuse](#)

Appendix D – Regulated Activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.

Regulated activity includes:

- a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.⁸⁵ Some activities are always regulated activities, regardless of frequency. This includes:
 - c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - Personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
 - Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

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

Appendix E - Specific safeguarding issues

Child Criminal Exploitation and Child Sexual Exploitation

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

County Lines

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

Domestic Abuse

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

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

FGM

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

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

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Prevent and Radicalisation

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

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Serious Violence

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

These may include:

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

Missing Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils, and children missing

education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

MCPA PSHE Long Term Curriculum 2026 - 2027

	Relationships Pol-Ed	Keeping Safe Pol-Ed	Understanding the Law Pol-Ed	Wellbeing Pol-Ed	RSE imatters	Careers SK
EYFS Think Equal Nursery level 1 Reception level 2	1. I Have a Strong Sense of Who I Am - Global Citizenship, Self-Esteem, Resilience, Empowerment, Self-Acceptance, Diversity. 2. I Am Able to Look After Myself - The Things I Can Do, Self-Regulation, Emotional Literacy, Self-Awareness, Finding Positive Solutions, The Choices I Make and Their Outcomes. 3. I Am Able to Look After Others - Kindness and Friendship, Inclusion, Perspective-Taking, Taking Care of Nature/Animals, Using Empathy, Being an Up-stander. 4. I Am Able to Communicate - Recognising Feelings, Self-Confidence, Active Listening, Expressing Needs and Ideas. 5. I Am Able to Contribute and Create - Self-Expression, Creativity, Collaboration, Turn-Taking, Sharing Ideas, Using Head/Heart/Hands to Help. 6. I Am a Critical Thinker - Creating Strategies, Problem-Solving, Self-Knowledge, Similarities and Differences, Peaceful Conflict-Resolution, Gender Equality.					What jobs do people do? What can I learn about jobs by pretending to do them? Why are different people's jobs important? What am I good at? How can I help in the classroom and why does it matter? What does a good day look like with time for school, play and rest?

Year 1	How can I make friends?	How can I keep safe in new places?	How can I be responsible?	What makes me special?	Who are the people in my life who love and care for me?	What skills do I use every day?
	What if my friends are making me feel sad?	How can I use things at home safely?	What is bullying?	What do feelings feel like?	What are the differences and similarities between people?	How can I match tools to the jobs that use them?
	How can I be an empathy expert?	What is private information?	Why is name calling unkind?	How can I share my feelings?	What are the differences and similarities between girls and boys?	What goal can I set and how will I reach it?
	How can I be an ally?	Who are my trusted adults?	What do the police do?	How can I be an empathy expert?		How can I design something useful for others?
	What makes me special?	How can I speak up?	What is 999?	Recognising money	<i>Lost and bereavement part 1</i>	
	What do feelings feel like?	How can I share my feelings?	Why have different rules in different places?	<i>MCPA dive</i>	<i>MCPA drive</i>	How do people balance work, rest and fun?
	Why are safe hands important?		What can happen when rules are broken?	Environment	<i>Lost and bereavement part 2</i>	How do different jobs help our community? Izzy Gizmo by Pip Jones
	Story: Chrysanthemum — Kevin Henkes	Story: "I Can Be Safe" — Pat Thomas	Story: "What If Everybody Did That?" — Ellen Javernick	Story: "The Colour Monster" — Anna Llenas	Story: "Families, Families, Families!" — Suzanne & Max Lang	

Year 2	How can I deal with change?	Why does age matter?	What are needs and wants?	What does it mean to be healthy?	What is private? (body parts)	How are my skills growing as I get older?
	How are we the same?	What is the internet?	What is a job? <i>Finance link</i>	How can I look after my body?	What happens when the body grows young to old?	What can I learn by listening to someone who does a job?
	How are we different?	How can I keep safe online?	What is money?	Why is sleep important?	What is fair, unfair, kind and unkind?	How do I choose the right tools or strategies?
	How can I work with different people?	What are the risks of video gaming?	Spending money MCPA drive	When do I need to take a break?	<i>Lost and bereavement part 1</i>	How can I design a stall or idea people would enjoy?
	What is a family?	What are different types of meetings?	Story: "Those Shoes" — Maribeth Boelts	Looking after the environment	<i>Lost and bereavement part 2</i>	Why do rest, hobbies and friendships matter?
	How do I share family worries?	What are medicines?		<i>MCPA drive</i>	Story: "My Body! What I Say Goes!" — Jayneen Sanders	How are jobs in school similar to and different from jobs outside?
	Why are relationships important?	What is fire safety?		Story: "Ruby's Worry" — Tom Percival		Story: "The Most Magnificent Thing" — Ashley Spires
	Story: "All Are Welcome" — Alexandra Penfold	Story: "Staying Safe Online" — Louise Spilsbury				

Year 3	Who are my key people?	What are emergency services?	How can I be a responsible citizen?	How can vaccinations support our health?	What is personal space?	What are my strengths, interests and things I want to learn?
	How should we treat people?	What are emergency situations?	What is the law and why do we have it?	What is mental health?	What does a healthy relationship look like?	What kinds of jobs exist in STEM, arts, sport and service roles? How can I plan and complete a learning challenge? How can my team design and pitch an idea to improve school? How do different jobs affect people's time and responsibilities?
	What can I do when friendships go wrong?	What do we mean by risk?	How do we enforce the law?	How can intense feelings feel?	Why is being equal important in relationships?	How are jobs in the UK similar to or different from jobs elsewhere?
	What do we mean by consent in friendships?	When should I break a secret?	What are children's rights?	What am I good at?	<i>Lost and bereavement part 1</i>	"What Do You Want to Be When You Grow Up?" — by Richard Scarry
	How does school help me?	What words can I use to talk about my feelings?	What is bullying?	Litter picking session	<i>Lost and bereavement part 2</i>	
	Story: "Be Kind" — Pat Zietlow Miller	How can I share my worries?	Work and money. MCPA drive	Story: "The Boy with Big, Big Feelings" — Britney Winn Lee	<i>The Invisible String</i> — Patrice Karst	
		Story: "The Huge Bag of Worries" — Virginia Ironside	Story: "What If Everybody Did That?" — Ellen Javernick			

Year 4	How can we be role models? What is a healthy friendship? What is peer influence? Who makes up my community? What are protected characteristics? What is discrimination? What is hate crime? "The Day You Begin" — Jacqueline Woodson & Rafael López	How can I keep safe in my local area? How can I respect my environment? Sustainability Who do I encounter? How can we keep safe on the road? What are hazards in the home? What is first aid? "Izzy Gizmo and the Invention Convention" — Pip Jones & Sara Ogilvie	Looking after money MCPA drive "Lemonade in Winter: A Book About Two Kids Counting Money" — Emily Jenkins & G. Brian Karas	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? What is my body trying to tell me? How does school build my character? What can I be? "I Can Do Hard Things: Mindful Affirmations for Kids" — Gabi Garcia	What is diversity? Do boys and girls have different roles? What changes happen to my body? <i>Lost and bereavement part 1</i> <i>Lost and bereavement part 2</i> "All Are Welcome" — Alexandra Penfold & Suzanne Kaufman	How has my learning journey changed over time? How do school subjects link to real jobs? How can I plan and evaluate a multi-step project? How can I help improve something in our school community? How do people look after their wellbeing while working? How is technology changing the jobs people do? "What Do You Do With an Idea?" — Kobi Yamada & Mae Besom
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Year 5	How can my adult relationships affect my future?	What are the risks with money?	What does it mean to be British?	What is my personal identity?	What is puberty?	What do my strengths, interests and values say about me? What can I discover about different job sectors? How can I make informed choices when faced with options?
	Why are our special people important?	What is gambling?	<i>MCPA drive</i>	How might being online impact the way I feel?	What are the different relationships in my life?	How can I create, cost and promote a product?
	How do rules help our community?	How can we keep our things safe?	Enterprise	How might my activity levels impact the way I feel?	What is unwanted touch?	How do adults manage their time and responsibilities?
	What are my personal boundaries?	How can we use our phones sensibly?	<i>MCPA drive</i>		<i>Lost and bereavement part 1</i>	How do global events influence the jobs people do?
	What is peer pressure?	What can and can't I do on the internet?	Plastic Planet	How might school impact the way I feel?	<i>Lost and bereavement part 2</i>	<i>What Do You Want To Be When You</i>
	What are online friendships?	What is media literacy?	<i>Environment</i>	How can drugs and alcohol make people feel?	<i>The Great Big Book of Families</i> by Mary Hoffman & Ros Asquith	<i>Grow Up?</i> by Nicola Barber
	What is grooming?	What are deep fakes?	<i>MCPA drive</i>			
	How do words have power?	What is media influence?				
	<i>The Boy at the Back of the Class</i> by Onjali Q. Raúf	What do I know about drugs?		<i>Front Desk</i> by Kelly Yang		
		<i>The Last Firefox</i> by Lee Newbery				

Year 6	What is a debate? How can we respect different relationships? What does the law say about marriage? How can we be allies against racism? How can we challenge sexism? What is my relationship with authority? Grooming and exploitation (not POL- ed) <i>The Undefeated</i> by Kwame Alexander & Kadir Nelson	Why does media have age restrictions? How is my data shared? How can I seek support for my mental health? What does the law say about legal drugs? What is the issue with addiction? (Vaping/ smoking)? <i>Mindful Me: Mindfulness and Wellbeing for Kids</i> by Whitney Stewart <i>Bonfire Night</i> <i>Halloween</i>	What different types of crime are there? What is antisocial behaviour? What is a weapon? What is shop theft? Managing money <i>MCPA drive</i> <i>Oceans and plastic Environment</i> <i>MCPA drive</i> <i>The Accidental Detective</i> by Melinda Salisbury	How can I manage moving to high school positively? How can I get ready for secondary relationships? What does adulthood look like? How can I re-frame my Thinking? What is grief? <i>The Boy Who Made Everyone Laugh</i> by Helen Rutter	What changes happen in my life? What happens in a loving relationship and what is forced marriage Is arranged marriage covered? <i>How is a baby made? Move to science</i> <i>What is FGM moved from Y5 to Y5</i> What are the physical and emotional changes of puberty? <i>Lost and bereavement part 1</i> <i>Lost and bereavement part 2</i> <i>The Colour of Home</i> by Mary Hoffman	How can I use my strengths to prepare for secondary school? What can I learn by researching a job in depth? How do I weigh up options and consequences? How can I lead and organise an event for others? What might my future lifestyle look like and how will I manage it? Why does learning continue throughout life and how does it shape opportunities? <i>You Are Awesome</i> by Matthew Syed
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