



Bredbury Green Primary School

Safeguarding and Child Protection Policy

2026/2027



School Safeguarding Policy

POLICY AUTHOR	<i>ELLIS CUTTRESS</i>
RATIFIED BY THE GOVERNING BODY	<i>PENDING RATIFICATION</i>
SIGNED:	
TO BE REVIEWED:	<i>SEPTEMBER 2027 BY HEADTEACHER</i>

At Bredbury Green Primary School, the following members of the school community hold the following positions

Designated Safeguarding Lead	Ellis Cuttress Stephanie Goodall safeguarding@bredburygreenprimary.com
Deputy Designated Safeguarding Lead	Sarah Gomersall safeguarding@bredburygreenprimary.com
Chair of Governors and Safeguarding Link Governor	Wendy Holden wholden@bredburygreenprimary.com
Acting Headteacher	Ellis Cuttress headteacher@bredburygreenprimary.com
Data Protection Officer	Matthew Keefe matt@keefeandassociates.co.uk
Operation Encompass Key Adult	Stephanie Goodall safeguarding@bredburygreenprimary.com
Designated Teacher – Cared for Children	Ellis Cuttress headteacher@bredburygreenprimary.com
HR Provider	Gareth Shields gshields@educationlearningtrust.com

Concerns or allegations about a member of staff or volunteer should be shared with:

The Headteacher	Assistant Head (In the absence of the Headteacher)	Chair of Governors (In the event of an allegation against the headteacher)
<i>Ellis Cuttress</i>	<i>Sarah Gomersall</i>	<i>Wendy Holden</i> wholden@bredburygreenprimary.com

Foreword by the Headteacher

At Bredbury Green Primary School, safeguarding the welfare of every child is our highest priority. We are committed to taking all reasonable and practicable steps to protect the children in our care, ensuring a safe and nurturing environment in which they can thrive. Our warm, inclusive atmosphere supports both academic and personal development, fostering confidence, curiosity, and a love of learning. We take pride in our achievements and hold high expectations for every child, guided by our mission: *'To inspire and empower children in a supportive and inclusive environment: creating self-belief, independence and respect.'*

We will implement clear policies and robust procedures to uphold the safety and wellbeing of all pupils. These include, but are not limited to: child protection, behaviour, safe recruitment of staff, health and safety, harassment and discrimination, female genital mutilation (FGM), anti-bullying, online safety, staff conduct, mobile phone and camera use, risk assessments, emergency response, school visits, and the prevention of radicalisation.

We are fully committed to meeting our statutory responsibilities to the highest possible standard. While we acknowledge that life inevitably carries some degree of risk, we will do everything within our power to minimise those risks and maintain a secure environment for children.

The governing body, alongside all staff and volunteers, will prioritise safeguarding above all else to ensure that every child can learn, grow, and thrive free from fear or harm. This policy is fully aligned with the statutory guidance outlined in *Keeping Children Safe in Education*, and reflects our belief that safeguarding is essential to inspiring and empowering every learner.

This policy draws on the principles set out in The Education Learning Trust Child Protection and Safeguarding Expectations document and should be read in conjunction with that and other linked school/Trust policies. These can be found on the Education Learning Trust website:

<https://educationlearningtrust.com/about-us/policies>

Our school values (self-belief, independence and respect) link to safeguarding. We respect children and help them if they don't feel safe. It's very important that we respect people for who they are and not what people want them to be. All children should be able to believe in themselves and feel safe enough to share with school staff if they feel less than 'green'. Independence links because we all have our independent human rights and these are put in place to keep us physically and emotionally safe. – Pupil Voice

Purpose and Principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Bredbury Green Primary School have in place for safeguarding and promoting the welfare of its pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child and sets out the school's position in relation to safeguarding and child protection.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2026, and any other relevant UK legislation and government guidance.

- applies at all times when the school is providing services or activities directly under the management of the Bredbury Green Primary staff.
- is publicly available on the school website, and a printed copy can be made available via the school office.

This policy is consistent with all other policies adopted by the Trust/Governors and should read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Positive Relationships Policy
- Staff Code of Conduct
- ICT Acceptable Use Policy
- Whistle blowing Policy
- Attendance Policy
- Allergies Policy

This policy includes the school/college's arrangements for child protection and safeguarding, including procedures to minimise and respond to child-on-child abuse; systems for children to report abuse confidently; arrangements for reporting, recording, investigating and responding to concerns; support for children who have been harmed, children who may have caused harm and other affected children; recognition that abuse may still be taking place even where there are no reports; a zero-tolerance approach to abuse; and linked arrangements for online safety, SEND, attendance, safer recruitment, allegations management and local multi-agency safeguarding procedures.

Additional and more detailed policy guidance published through the Greater Manchester safeguarding procedures will be used alongside this policy to ensure that we are referring to the most up-to-date local guidance. This will include any relevant guidance, procedures or resources published by the Stockport Safeguarding Children Partnership (SSCP). To access this information, we will use the following links:

Welcome to the Greater Manchester Safeguarding Children...

Stockport Safeguarding Children Partnership (SSCP) - Stockport Council

Stockport Multi-Agency Response to Need 2026

Outline

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information, and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

Safeguarding and Child Protection Definitions

Safeguarding and promoting the welfare of children is defined as:

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- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that 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 is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Our Rationale

At Bredbury Green Primary School we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 (self-assessment audit) return to the LA on a yearly basis. This policy demonstrates our commitment and compliance with safeguarding legislation.

Staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse, neglect, or exploitation, and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school is trained to recognise signs of concern and in line with this policy, must report concerns following school and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year via a bespoke package of face-to-face and online training. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

Statutory and Local Framework

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and relevant statutory guidance. As part of our commitment to safeguarding legislation and local arrangements, we refer to:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children, as amended or updated;
- What to do if you're worried a child is being abused: advice for practitioners;
- Early Years Foundation Stage statutory framework, where applicable;
- Education Act 2002 and related statutory safeguarding duties;
- Education (Independent School Standards) Regulations 2014, where applicable;
- Non-Maintained Special Schools (England) Regulations 2015, where applicable;
- Apprenticeships, Skills, Children and Learning Act 2009, where applicable;
- Human Rights Act 1998;
- Equality Act 2010, including the Public Sector Equality Duty where applicable;
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025;
- Local arrangements and procedures published by the Stockport Safeguarding Children Partnership (SSCP);
- Greater Manchester safeguarding procedures and Stockport local threshold guidance.

Safeguarding- our approach

Introduction

Bredbury Green Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, trustees, leaders, parents, families and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making our school a safe and secure setting, placing our pupils at the centre of all we do.

We believe that the best interests of children always come first, and we will always seek to understand their lived experience. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex, disability, culture, race, language, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation, have equal rights to protection.

Bredbury Green Primary School works continuously to build and maintain an effective culture of safeguarding. We seek to provide an environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Partnership:** to ensure timely, appropriate communications and actions are undertaken by collaborating with the right people at the right time where there are safeguarding concerns.
- **Support:** for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm

Language and terminology

Term	Meaning in this policy
Child	All children and young people who have not yet reached the age of 18.
Cared for child/ren	In Stockport, we use the term cared for when referring to looked after children. A cared for child is a child who is in the care of the local authority, either through a care order or by being accommodated by the local authority. This may include children living with parents, foster carers, connected carers, in residential care or another approved placement.
Parent/carers	Birth parents and adults in a parenting role, including stepparents, foster carers, kinship carers, adoptive parents and other adults with parental responsibility or day-to-day care.
Staff	All those working for or on behalf of the school/college in a paid or voluntary capacity, including agency staff, contractors and sessional workers.

DSL	Designated Safeguarding Lead. References to the DSL include a trained Deputy DSL where appropriate.
Early Help	Support provided as soon as a problem emerges, including universal services, community-based support and targeted Family Help services.
Data protection laws	Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
Child sharing something of concern	We use the phrase “a child sharing or telling us something of concern” rather than relying solely on the term “disclosure”, recognising that children may communicate harm, worry or risk in different ways. Staff should remain alert to concerns about welfare and wider indicators of harm, particularly for non-verbal children, children who use alternative communication methods, and children for whom English is an additional language.
Children who have been harmed / children who may have caused harm	In this policy, we will generally use the terms “children who have been harmed” and “children who may have caused harm”. This language recognises that safeguarding concerns can be complex, that children may have multiple needs and vulnerabilities, and that language should avoid unnecessary labelling while still clearly identifying risk, impact and responsibility. Other terms, such as “victim”, “alleged perpetrator” or “perpetrator”, may be used where they appear in statutory guidance, legal processes, external agency records or where they are necessary for clarity.

If you feel scared then you can identify a trusted adult. They can help you with anything that you might need (like reassurance) and help you feel valued. If a child has problems that they don't feel like they've been able to tell anyone, then the trusted adult might be their best choice. We know the staff at Bredbury Green really care about us and want the best for us. – Pupil Voice

Information sharing and confidentiality

We take data handling, confidentiality, and information sharing seriously. Effective safeguarding depends on timely, proportionate and appropriate information sharing. Staff have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

All staff must understand that they should not assume that a colleague or another professional will take action or share information that may be critical in keeping a child safe. If staff are in any doubt, they must speak to the DSL or Deputy DSL.

- Information sharing decisions should be relevant, necessary, proportionate, clearly presented and appropriately contextualised.
- Staff should share information on a need-to-know basis with the DSL, children's social care, safeguarding partners, police, health or other agencies as appropriate.
- Safeguarding information may be shared without consent where there is good reason to do so, including where seeking consent may place a child at increased risk or delay protective action.
- Fears about data protection must never be allowed to stand in the way of the need to safeguard and promote the welfare of children — the welfare of the child is paramount.
- The school will have regard to any statutory Information Sharing Duty and related guidance when it comes into force.

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Data protection and safeguarding records

The school complies with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. These are collectively referred to as data protection laws. Safeguarding records are kept confidential and stored securely, separately from the main pupil/student record.

- Records will include a clear and comprehensive summary of the concern, details of how it was followed up and resolved, and a note of action taken, decisions reached and outcomes.
- Safeguarding decisions and the rationale for them will be recorded, including occasions where a referral is not made.
- Child protection records will be transferred securely to a receiving school or college as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term.
- Secure transfer will be separate from the main pupil file, with confirmation of receipt obtained.
- Where appropriate, the DSL will consider sharing information in advance of a child moving setting where this is necessary to support risk management, continuity of support or the safety of the child or others.
- When transferring safeguarding records, the DSL will include a clear chronology or summary which distinguishes current risk, historic context, protective factors, actions taken and unresolved concerns. Where risk is significant, the DSL will speak directly with the receiving setting's DSL to support continuity of safeguarding support. Receiving settings should review transferred information promptly and seek clarification where records are incomplete or unclear.
- We manage all of our electronic files in accordance with the above.

Prevention and safeguarding culture

At Bredbury Green Primary School, we will establish and maintain an ethos where children feel that they belong, that they are safe and secure, and where adults understand their safeguarding responsibilities. Children are encouraged to speak to trusted adults if they are worried, scared or experiencing difficulty. We strive to develop a culture of professional curiosity, challenge and respectful partnership with families and agencies.

- Staff development and awareness in respect of safeguarding is given the highest priority.
- All staff receive safeguarding and child protection training, including online safety and filtering and monitoring expectations, at induction and through regular updates, and are supported to understand and apply KCSIE requirements relevant to their role.
- Emerging issues and themes are proactively addressed and fed back to the Local Authority and SSCP through appropriate routes.
- Children are supported through the curriculum to understand relationships, risk, consent, online safety, misinformation, disinformation, reporting routes and how to seek help.

How concerns can be raised

The school will ensure that reporting routes are well promoted, accessible and understood by children, parents/carers, staff, volunteers and visitors. Children will be regularly reminded, in age-appropriate ways, who they can speak to if they are worried about themselves or another child. Parents/carers and visitors will be informed how to raise safeguarding concerns, including concerns about adults working with children. Staff must report concerns about children through the agreed safeguarding recording system and must report concerns about adults through the allegations, low-level concerns or whistleblowing processes as

appropriate. Anonymous concerns will be considered carefully and recorded, with action taken according to the level of risk and available information. We will consider any concerns of a safeguarding nature; these will sit outside the complaints policy.

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children Safe in Education (KCSiE) Part 1 and annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE 2026.

We deliver a broad, balanced and age appropriate PSHEE (Personal, Social, Health & Economic Education) Programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical and virtual contact is acceptable and can recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and the Headteacher. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Partnership (SSCP), via the Safeguarding in Education Service (SiES) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi-agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils are:

- Developing and nurturing positive relationships between adults and children
- Pupil voice activities, including pupil leadership roles
- All pupils identify trusted adults
- Pupils are invited to reflect on their learning experiences within the curriculum
- Inclusive decision making, including a focus on democracy as a British Value, fostering ownership and responsibility
- Pupils are given space to express their views in a variety of creative outlets
- Mental Health First Aiders are visible at social times
- Two trained ELSAs on site
- An SEMH panel has been designated to review, respond to and support pupils
- Regular assemblies with a focus on well-being
- On-site counselling is available

Our school's arrangements for consulting with, listening and responding to parents are:

- Teachers are available at the classroom door at the beginning and end of the school day
- Pastoral support available, led by our Pastoral Manager, including drop-in sessions supported by external services

- Regular newsletters, Class Dojo posts, home visits, the school website and class assemblies keep families informed
- Regular curriculum open sessions are held, where feedback is encouraged from all who participate
- Parent Voice sessions are held, where parents are invited to contribute to the review of key school policies and curriculum development

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year
- We undertake SSCP 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement.
- The Designated Lead and/or deputy attends the SSCP DSL safeguarding training in line with the requirements set out in KCSiE-at least every other year.
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SiES, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.

Our teachers keep us emotionally safe and I'm really glad that we've learnt about how to stay safe if we are feeling anxious or as though we may want to hurt ourselves. Even though it's a sensitive topic, we're taught about it because it is so important. If we were feeling that bad, we know that we could tell an adult, go to the quiet room, use our Zones of Regulation activities or go and put a slip in to see our school counsellor – Pupil Voice

Definitions of abuse, neglect and exploitation

There are different ways of defining abuse, neglect and exploitation. For the purposes of this policy, we have included the definitions below; however, we will exercise professional judgement and work with safeguarding partners when considering concerns, including how abuse is understood, identified and responded to. Staff are trained and supported to understand and recognise indicators of abuse, neglect, exploitation and other safeguarding concerns. Safeguarding issues are rarely standalone events and multiple harms may overlap.

Type	Policy wording
Abuse	A form of maltreatment of a child. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. Abuse can take place within or outside the home, online or offline, and may be perpetrated by adults or other children.
Physical abuse	A form of abuse involving physical harm or the fabrication or induction of illness. Staff must report concerns promptly to the DSL.
Emotional abuse	Persistent emotional maltreatment likely to cause severe and adverse effects on emotional development. It can include verbal abuse, bullying, silencing, humiliation or exposure to harmful experiences.
Sexual abuse	A form of abuse involving forcing, enticing or exploiting a child. Staff must not investigate but must report immediately to the DSL.

Type	Policy wording
Neglect	Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.
Exploitation	A child may be exploited criminally, sexually, financially, online or through coercion, threats, manipulation, grooming or imbalance of power. A child cannot consent to exploitation.

EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures they have information from SSCP in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand [Stockport's-multi-agency-response-to-need-guidance-document](#) document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi-agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

In school we have staff that are trained and can support colleagues to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Child-on-child
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Self-Harm
- Bullying in its various forms
- Discrimination in its various forms
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Children Looked After (CLA), children who are care experienced, those who are in kinship care, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.

- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL and their deputy are members of the school senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi- agency planning for children. Staff understand the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals. We refer to [Stockport's-multi-agency-response-to-need-guidance-document](#) to support our decision making along with [Greater Manchester Procedures](#)

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

Our school operates a ***Team around the school model*** (TAS). At Bredbury Green Primary School external support is sought from external agencies when needed but also TAS meetings are held regularly to review cases. Consent is gained from parents/carers before information is shared. Drop-in sessions are held termly for parents/carers to attend to access support.

Anti-Discriminatory Safeguarding and Children's Rights

The school is committed to an anti-discriminatory approach to safeguarding and recognises that all children have the right to be safe, listened to, treated with dignity and respect, and protected from discrimination. As a Rights Respecting School, the school places children's rights at the centre of its safeguarding practice and recognises the importance of equality, non-discrimination, participation and respect for the individual child.

The school recognises that racism, racial discrimination and other forms of discrimination can have a significant and harmful impact on children, parents, carers and families. Such experiences can affect a child's safety, emotional wellbeing, mental health, identity, development, education, relationships and sense of belonging. The school therefore takes seriously any concerns about racism, prejudice, discrimination, harassment or unequal treatment and considers their potential safeguarding impact.

All practitioners have a responsibility to recognise and challenge discriminatory attitudes, language and practice. Staff must not ignore, minimise, excuse or normalise discriminatory behaviour and should challenge inappropriate language or behaviour in a manner that is proportionate, safe and consistent with the school's policies. Where discriminatory practice is identified within the school, this will be addressed appropriately and used to inform reflection, professional development and improvements to practice.

Safeguarding decisions will not be based on stereotypes, assumptions or generalisations about children, families or communities. Staff will avoid making assumptions based on race, ethnicity, culture, religion, nationality, language, gender, disability, family circumstances, socio-economic background or any other characteristic. Practitioners will remain professionally curious and consider the individual circumstances of each child and family rather than attributing behaviour, risk or vulnerability to membership of a particular group or community.

The school recognises that every child and family has an individual lived experience and that this must inform safeguarding assessment, decision-making and support. Practitioners will seek to understand the child's circumstances, experiences, identity, relationships, strengths and wishes and feelings, taking account of relevant contextual factors and the child's own understanding of their situation. Children will be

given appropriate opportunities to express their views and have these taken seriously, in keeping with the school's Rights Respecting approach.

Where racism or discrimination is identified as a safeguarding concern, the school will consider both the immediate impact on the child and any wider or cumulative impact, including whether there is a pattern of behaviour or systemic issue requiring further action. The Designated Safeguarding Lead (DSL) will ensure that safeguarding responses are proportionate, child-centred and informed by the individual circumstances and lived experience of the child.

Through this approach, the school seeks to ensure that safeguarding practice protects every child's rights and promotes their safety, dignity, equality, wellbeing and sense of belonging, while challenging discrimination wherever it occurs.

Child-on-child abuse, including harassment and violence

All staff should be aware that children can abuse other children and that this can happen inside and outside school/college and online. Even where there are no reports, staff must not assume that abuse is not happening. Concerns must be shared with the DSL or Deputy DSL.

What might we see:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- Abuse in intimate personal relationships between children, sometimes known as teenage relationship abuse;
- Physical abuse, serious physical assault, harm or threats involving weapons;
- Harmful sexual behaviour, sexual violence and sexual harassment, including online harassment;
- Consensual, non-consensual or harmful making, sharing or manipulation of nudes or semi-nudes, including AI-generated/deepfake imagery;
- Upskirting and other image-based abuse;
- Misogynistic, misandrist, racist, homophobic, biphobic, transphobic, faith-based or other discriminatory abuse;
- Initiation/hazing type violence and rituals.

We will respond to child-on-child abuse as a safeguarding concern for both the child who may have been harmed and the child who may have caused harm. Responses will be proportionate, recorded, and informed by risk assessment, children's wishes and feelings, and the need to protect individuals and the wider school/college community.

Where child-on-child abuse **may** involve harmful sexual behaviour, the DSL will consider whether behaviour sits on a continuum from developmentally expected behaviour through to inappropriate, problematic, abusive or violent behaviour. The response will consider the ages and developmental stages of the children, any power imbalance, coercion, consent, frequency, previous incidents, wider peer-group dynamics and the safety of all children affected. Support and safety arrangements **may** include separate risk assessments, supervision or timetable arrangements, therapeutic or specialist support, curriculum intervention, parental engagement and referral to children's social care, police or specialist services where required.

Harmful Sexual Behaviour, sexual violence and sexual harassment

Harmful sexual behaviour, sexual violence and sexual harassment **are never acceptable** and will not be dismissed as "banter", "part of growing up", "just having a laugh" or typical behaviour. All reports and concerns will be taken seriously, those harmed will be supported, and those alleged to have caused harm

will be supported and managed through safeguarding, and behaviour policies and, where necessary, statutory processes.

- Staff will report concerns to the DSL immediately and will not investigate incidents themselves.
- The DSL will consider the immediate safety of all children involved and the wider school environment.
- A risk assessment and support plan will be completed where required.
- Where a report involves harmful sexual behaviour, sexual harassment or sexual violence, the DSL will consider an immediate risk and needs assessment, including the safety and support needs of the child who has been harmed, any child who may have caused harm, other children who may be affected, the wider school/college community, shared lessons or spaces, transport and online risks.
- Parents/carers and external agencies, including children's social care and police, will be involved where appropriate.
- Where rape, assault by penetration, sexual assault, significant harmful sexual behaviour, coercion, exploitation, serious online abuse or immediate risk is alleged or suspected, the DSL will consider referral to children's social care and/or police without delay, in line with local procedures.
- The PSHEE and RSE curriculum will teach respectful relationships, equality, consent, online safety and reporting routes in an age-appropriate way.
- When considering whether children should share classes, spaces, activities or transport following a report, leaders will prioritise safeguarding, the wishes and feelings of the child who has been harmed, risk and needs assessment, and the rights and support needs of all children involved. Decisions and rationale will be recorded and reviewed.

Contextual safeguarding and extra-familial harm

Safeguarding incidents and behaviours may be associated with factors outside the school and outside the child's home. Staff, especially the DSL and deputies, will consider the context in which concerns occur, including peer groups, neighbourhoods, transport, online spaces and community locations.

When making referrals or contributing to assessments, we will provide as much relevant information as possible, including information about the child's lived experience, peer relationships, online activity, attendance, community concerns and any known risks to others.

Family Help, community-based Early Help and Team Around the School

We recognise that children and families may require support at any stage and that effective support before statutory intervention can prevent concerns from escalating. In line with Working Together 2026 and KCSIE 2026, this school considers universal services, community-based Early Help and Family Help support as soon as a problem emerges.

All staff are alert to indicators that a child or family may benefit from universal support, community-based Early Help, Family Help, or referral to statutory services. Staff are supported to understand local thresholds, referral processes and pathways, and understand they must share concerns promptly with the DSL or Deputy DSL.

The DSL or Deputy DSL understands the local criteria, thresholds and referral pathways for:

- Family Help, including targeted early help;
- support and services under section 17 Children Act 1989 for children in need;
- section 47 Children Act 1989 where there is reasonable cause to suspect significant harm;

- section 20 Children Act 1989 where accommodation may be required;
- section 31 Children Act 1989 care and supervision orders;
- children affected by exploitation, youth secure estate arrangements, disability or additional needs.

Our Team Around the School (TAS) approach is used to bring together relevant school staff and partner agencies to consider support for children and families and to coordinate plans where additional help is required.

Parents and carers are invited to attend Team Around the School (TAS) meetings, with communication sent in advance to enable families to book an appointment. TAS meetings are attended by parents/carers, relevant school staff, School Nurse and Family Help Coordinator.

Consent for information sharing is obtained from parents/carers prior to the meeting. Recording from the TAS discussion is added to Liquid Logic in line with local authority requirements. A summary overview of the meeting, including key actions and agreed next steps, is also recorded on the school's system, CPOMS, to ensure internal safeguarding and pastoral oversight.

Referral pathways and planned outcomes are agreed collaboratively during the TAS meeting, with parents/carers and professionals present. Outcomes are reviewed at subsequent TAS meetings or earlier if required, ensuring that progress is monitored and support remains appropriate. Bredbury Green Primary School recognises that early help does not replace a safeguarding referral where a child may be at risk of significant harm.

Roles & Responsibilities

Governance and leadership

- The governing body/trust board/proprietor has strategic leadership responsibility for safeguarding and must ensure policies, procedures and training are effective and comply with law and statutory guidance.
- The governing body/trust board/proprietor will ensure there is a senior board-level or equivalent lead for safeguarding.
- Governors/trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates so they can provide strategic challenge and assurance.
- The headteacher and DSL will ensure safeguarding policies and procedures are understood and followed by all staff.
- Leaders will allocate sufficient time, training, support and resources to enable the DSL and Deputy DSLs to fulfil their responsibilities, including cover arrangements.
- Leaders will ensure pupils are taught about safeguarding, including online safety, through a broad, balanced and age-appropriate curriculum.
- The DSL and leaders will ensure allegations, low-level concerns, whistleblowing, filtering and monitoring, attendance, alternative provision and single central record arrangements are monitored and reviewed and appropriately recorded.
- Leaders and the DSL will monitor the implementation of, and compliance with, this policy and associated procedures, including periodic audits of safeguarding and welfare concern files at least annually.
- We will complete an audit of the school's safeguarding arrangements at the frequency specified by the Stockport Safeguarding Children Partnership.

- We will ensure the annual Section 175/157 safeguarding audit is completed, submitted within required timescales, scrutinised by senior leaders and governors/trustees, and used to inform safeguarding improvement planning.
- We will provide regular reports to the governing body/trust board/proprietor detailing changes and reviews to policy, training undertaken by staff, the number of children with child protection plans and other relevant safeguarding data.
- The DSL, link governors/trustees and senior leaders will take lead responsibility for ensuring that any deficiencies or weaknesses identified in safeguarding arrangements are addressed promptly and effectively.

Designated Safeguarding Lead and Deputy DSLs

Bredbury Green Primary School has appointed a member of the senior leadership team as the Designated Safeguarding Lead. The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems, including online safety. While activities may be delegated, the lead responsibility remains with the DSL and cannot be delegated.

The DSL (or Deputy in their absence) will:

- Act as the central contact point for safeguarding concerns and advice.
- Manage referrals to Family Help, MASSH/children's social care, police, Channel/Prevent and other agencies as required. Allegations that may meet the harm threshold will usually be managed by the headteacher/principal, who will consult or refer to the LADO as appropriate; where the allegation relates to the headteacher/principal, this will be managed by the Chair of Governors/Trust lead/proprietor.
- Maintain secure, accurate and up-to-date safeguarding records.
- Lead and coordinate safeguarding action, support and risk assessment for individual children.
- Represent the school at multi-agency meetings or ensure appropriate representation.
- Ensure local Stockport/SSCP referral and escalation procedures are followed.
- Ensure appropriate DSL cover during school hours, out-of-hours activities, trips, visits, closures and periods of staff absence.
- Oversee filtering and monitoring arrangements alongside senior leaders and IT leads.
- Promote educational outcomes for children with a social worker, children who are cared for and children with safeguarding or welfare concerns.
- Ensure children's wishes and feelings are considered and recorded appropriately.
- Support staff and promote safeguarding knowledge through induction, training, supervision, updates and reflective practice.

DSL availability and cover arrangements

The DSL or a trained Deputy DSL will be available during school hours for staff to discuss safeguarding concerns. If, in exceptional circumstances, the DSL or Deputy DSL is not available, this must not delay appropriate action. Staff must speak to a member of the senior leadership team and/or seek advice from children's social care/MASSH, police or other relevant safeguarding agencies as appropriate. Any action taken must be shared with the DSL or Deputy DSL as soon as practicably possible.

- The DSL cover rota/arrangements are communicated to all staff.
- A secure safeguarding mailbox or recording system is monitored by appropriate trained staff.
- Educational visits and out-of-hours activities have named safeguarding contacts and escalation routes.
- Emergency closure or remote learning arrangements include clear safeguarding reporting and monitoring processes.

All staff

All staff play a vital role as they are well placed to identify concerns early, provide help for children, promote welfare and prevent concerns from escalating. **All** staff have responsibility to:

- provide a safe environment in which children can learn;
- be aware of indicators of abuse, neglect, exploitation and modern slavery;
- know what to do if a child tells them they are being harmed or at risk;
- be professionally curious and not wait for proof before sharing concerns;
- identify children who may benefit from universal services, community-based Early Help or Family Help;
- understand local referral and escalation procedures;
- act immediately where there are concerns about a child's welfare;
- maintain an appropriate level of confidentiality and never promise secrecy;
- record concerns accurately and promptly using the school/college system;
- reassure children that they are being taken seriously and will be supported and kept safe;
- follow the staff behaviour/code of conduct, paying particular regard to safer working practice guidance, whistleblowing and low-level concerns procedures.

Staff at Bredbury Green Primary School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Bredbury Green Primary School will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example our Positive Relationship Policy.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, **without delay**. A written record will be made of these concerns immediately following the disclosure/concern being raised.

We understand that parents often hold key information about incidents, allegations or concerns therefore, **in the majority of situations; the Designated Safeguarding Lead or key staff member of school staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

When a child says they are being/have been harmed

We support our staff and volunteers to be confident in responding when a child or young person indicates that they have been harmed or are at risk of harm, including significant harm.

Staff are supported to:

- Listen carefully and calmly.
- Be curious but will not investigate or ask leading questions.
- Reassure the child they have done the right thing by speaking to you.
- Do not promise confidentiality or secrecy.
- Explain that you need to share the information with the DSL so the child can be supported.
- Avoid asking the child to repeat their account to multiple adults.
- Record the **child's words**, context, time, date, location and who was present as soon as possible.
- Share the concern with the DSL or Deputy DSL immediately. If there is immediate danger, seek urgent assistance and follow emergency procedures.

Online safety, AI and emerging technology

Technology is a significant component in many safeguarding and wellbeing concerns. Children may be at risk online and offline concurrently. Our online safety approach is integrated into safeguarding, curriculum, behaviour, acceptable use and staff training arrangements.

- Online risks include content, contact, conduct and commerce risks.
- Children may be exposed to misinformation, disinformation, fake news and conspiracy theories.
- AI technologies may be misused to create or manipulate images, impersonate others, enable bullying or harassment, produce misleading content or support grooming/exploitation.
- The term nudes and semi-nudes includes photographs, videos, livestreams and images that are digitally altered or wholly generated using artificial intelligence, including deepfakes/deep nudes.
- Any incident involving AI-generated, digitally altered or shared intimate imagery of a child will be treated as a safeguarding concern and managed in line with child protection procedures and national guidance.
- Staff and pupils/students will be supported to understand responsible use of technology and how to report concerns. You may also wish to reference your AI policy.
- We promote the Stockport Online Safety Hub with parents/carers and staff. Please follow this link for more information: [Online Safety Hub - Stockport LA](#).

Filtering and monitoring

The governing body has responsibility for ensuring appropriate filtering and monitoring systems are in place. The DSL will work with senior leaders, IT staff/providers and governors/trustees to ensure systems are effective, proportionate, and regularly reviewed and tested. Bredbury Green Primary School uses Securly filtering and monitoring software.

- Filtering and monitoring arrangements will be reviewed at least annually and when there are significant changes to technology, risk or provision.
- Staff will understand their role in reporting filtering or monitoring concerns.
- Monitoring alerts that indicate safeguarding risk will be reviewed and acted upon promptly.
- Filtering and monitoring will not replace professional curiosity, supervision, education and effective safeguarding practice.
- Governors/trustees and senior leaders will receive assurance that filtering and monitoring has been tested across school/college networks, internet-connected devices and relevant locations, including any devices used off-site or through remote access where applicable. Testing, concerns, actions and decisions will be recorded.

Bredbury Green Primary School recognises that filtering and monitoring systems form an important part of its safeguarding arrangements. Notifications, alerts and reports generated by the school's filtering and monitoring systems will be reviewed and acted upon in accordance with the nature and seriousness of the concern.

Filtering and monitoring alerts will be reviewed by appropriately trained and authorised staff. The school will ensure that staff understand the difference between routine technical or inappropriate-use alerts and notifications that may indicate a safeguarding concern.

Where an alert or monitoring notification may indicate that a child is at risk of harm, abuse, neglect, exploitation, sexual harassment, sexual violence, self-harm, radicalisation or another safeguarding concern, the matter must be reported promptly to the Designated Safeguarding Lead (DSL) or deputy DSL in accordance with the school's child protection procedures.

Where the concern relates to a pupil's online activity, the DSL will consider the wider context and any relevant information already known about the child. The school will not rely solely on the content of an individual alert when assessing risk.

The DSL will determine the appropriate response, which may include:

- speaking with the pupil in accordance with safeguarding procedures;
- informing parents or carers where appropriate and where doing so would not place the child or another person at increased risk;
- making a referral to children's social care or the police where appropriate;
- seeking advice from the local safeguarding partners or other relevant agencies;
- implementing additional pastoral or safeguarding support;
- reviewing the pupil's access to technology or online services where necessary; and
- reviewing whether the filtering and monitoring arrangements remain effective in managing the identified risk.

Where an alert indicates an immediate risk of harm, staff must follow the school's emergency safeguarding procedures. Where there is an immediate threat to life or risk of serious harm, the emergency services will be contacted as appropriate.

All safeguarding concerns arising from filtering and monitoring will be recorded appropriately, including the nature of the alert or concern, relevant information, actions taken, decisions made and the rationale for those decisions. Records will be stored securely and shared only with those who need the information to safeguard the child.

Where filtering and monitoring notifications identify recurring or systemic concerns, these will be reported through the school's safeguarding and filtering and monitoring review processes. The DSL, senior leadership and the staff responsible for filtering and monitoring will work together to identify trends, assess emerging risks and determine whether changes to filtering, monitoring, supervision, staff training or pupil education are required.

Mobile phones, smart technology and personal devices

The school has clear arrangements for the use of mobile phones, smart technology, camera-enabled devices, personal tracking devices and wearable devices. These arrangements should be cross-referenced with the mobile/smart technology policy, acceptable use policy, online safety policy and staff code of conduct.

Students and mobile phones In line with government guidance, the school/college will be mobile phone-free by default throughout the school day. Pupils/students must not use mobile phones or personal smart technology during the school day unless a specific exception has been authorised by the headteacher/principal for medical, SEND, safeguarding or other exceptional reasons. The school/college will specify how devices are stored or restricted, how exceptions are managed, how wearable or camera-enabled devices are treated, and how sanctions, confiscation and parental communication are handled.

- Staff, visitors and pupils/students will be informed of expectations regarding personal devices.
- Personal devices must not be used to record, photograph or contact children unless explicitly permitted by policy and senior leaders.
- Images of children will be taken, stored and shared only in line with consent, data protection and safeguarding procedures.
- Personal tracking devices or wearable technologies that record location, audio, video or other data must be considered through safeguarding, privacy and data protection risk assessment and are not routinely permitted.

- Any suspected misuse of devices will be reported to the DSL and managed as a safeguarding concern where relevant.

Work mobile phones

To protect children, we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password/ PIN and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and are taken in line with written parent/carer permission.

To protect children, we will ensure that personal mobiles:

- Are stored securely in classroom stock cupboards and will be switched off whilst staff are on duty.
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video, or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Headteacher. This is clearly displayed on visitor landyards.

With parent/carer's permission children in Year 6 ONLY can bring a mobile phone to school. This will be stored securely in the school office and be switched off or on silent whilst in the setting.

In line with KCSIE 2026, we have a clear policy on the use of mobile technology in the school for all. This is the Trust ICT Acceptable Use Policy.

Cameras: Photography and Images

Most people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children, we will:

- Obtain parents/carers' consent for photographs to be taken and used for or published e.g in the media, on the school website, on class dojo and other internal use.
- Ensure the school designated equipment is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video, or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play. Parents/carers may use own devices to take images of their own children and reminders are always given at the start of the event.
- Ensure that all images are stored securely on the school network which is password protected.
- Ensure where professional photographers are used, we have taken appropriate steps such as DBS checks, references and parental consent prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

Digital media and photographs play an important part of recording events in school life. School provides the capability for still and video digital images to be captured by children and staff (ICT Acceptable Use Policy).

Personal Tracking Devices

To ensure the safety, privacy, and wellbeing of all pupils and staff, the use of personal tracking devices is not permitted on school premises or during any school-organised events, including trips, residential, and extracurricular activities. This measure applies to all personal devices capable of monitoring location, recording audio or video, or collecting data, and is designed to protect the integrity of our community and uphold everyone's right to privacy.

Nudes and semi-nudes, including AI-generated imagery

The school uses the term “nudes and semi-nudes” to describe the creation, sending, receiving or posting of nude or semi-nude images by young people under 18. Images include photographs, videos, livestreams and digitally altered or AI-generated content.

- Staff must report concerns immediately to the DSL or Deputy DSL.
- Staff must not view, copy, print, share, store or forward imagery, except where unavoidable and in line with DSL guidance and national advice.
- Staff must not ask a child to share or download imagery.
- Staff must not delete imagery or ask a child to delete it unless advised by the DSL/police according to guidance.
- Staff will avoid blame or shame for any child involved and will respond in a calm, supportive and safeguarding-focused way.
- The DSL will consider immediate risk, the ages and vulnerabilities of children involved, consent/coercion, whether adults are involved, the role of AI/manipulation, and whether referral to children's social care or police is required.

Mental health and wellbeing

All staff recognise that mental health problems can, in some cases, become safeguarding concerns. This may include self-harm, suicidal ideation, eating concerns, significant distress or indicators that a child has suffered or is at risk of abuse, neglect or exploitation.

- Staff are not expected to diagnose mental health conditions.
- Staff are well placed to observe behaviour, attendance, presentation, relationships and changes over time.
- Where staff have a mental health concern that may also be a safeguarding concern, they must speak to the DSL or Deputy DSL.
- If staff believe a child is in immediate danger, they must follow emergency procedures, including calling 999 or arranging urgent medical help where appropriate.
- Interventions offered by the school/college should be evidence-informed, safe, proportionate and appropriate to need and phase of education.

Where relevant, we will seek to work with named mental health practitioners as part of a multi-agency response to supporting the mental health and wellbeing of individual children.

Attendance, educational neglect and children missing education

At Bredbury Green Primary School, we believe that every child should be in school, every day. Regular attendance in education is a key safeguarding factor. Absence, particularly when prolonged, repeated, unexplained or combined with other concerns, can be an indicator of abuse, neglect, exploitation, mental health difficulties, unmet SEND needs, family difficulty, or other safeguarding risks. It is our school expectation that children should attend school for a minimum of 97% of sessions over the school year.

Staff will remain vigilant for patterns of poor, irregular or falling attendance, including changes in punctuality, unexplained absence, repeated absence, part-day absence, or emerging disengagement. Where staff notice such concerns, they must alert the DSL, Deputy DSL and/or attendance lead so that the child's circumstances can be considered alongside any wider safeguarding, welfare or support needs.

Persistent and severe absence

- Persistent absence and severe absence will be monitored in line with national and local attendance guidance.
- Staff will seek to understand underlying causes and avoid assumptions.
- Patterns of absence will be considered alongside wider safeguarding information.
- Where support does not improve attendance or risk increases, the DSL will consider escalation through universal services, community-based Early Help, Family Help, MASSH/children's social care or other statutory pathways.

Educational neglect

Educational neglect is the failure of a parent or carer to ensure a child's access to appropriate education. The school will consider whether persistent or severe absence, lack of engagement, repeated failure to support attendance or patterns of unmet need may indicate educational neglect. Where there is reasonable cause to suspect significant harm, a referral will be made to the MASSH.

Children Missing Education

- The school will follow statutory and local procedures when a child is missing from education or their destination is unknown.
- Robust checks will be completed before removing a child from roll.
- The local authority will be notified in accordance with local procedures.
- Where there are safeguarding concerns, the DSL will seek advice from MASSH/children's social care and/or police as appropriate.

As part of our safeguarding duty, we will complete home visits. Further information is available in our attendance policy, found on the school website: www.bredburygreenprimary.com

Elective Home Education

Where a parent/carers expresses an intention to educate their child at home, the school/college will respond in line with statutory and Stockport local guidance. Leaders will consider safeguarding information, attendance, SEND, child voice, parental capacity and any multi-agency involvement, and will work collaboratively with parents/carers and relevant professionals.

[Elective Home Education documents - Stockport Council](#)

Alternative Provision safeguarding responsibilities

Where a pupil/student is placed with an Alternative Provision provider, the school retains overall responsibility for safeguarding, attendance, progress and welfare. Alternative Provision must be quality-assured and monitored.

- Explicit written confirmation will be obtained that required safeguarding checks have been completed for adults working with pupils/students.
- The provider must notify the school/college of safeguarding risks, incidents, absence and changes in arrangements.
- Attendance and location will be monitored accurately during school/college hours.
- The placement will be reviewed at least half-termly, and more frequently where risk, attendance, wellbeing or safeguarding concerns require it.
- Regular visits will be undertaken and measures taken to support the child's sense of belonging with school.
- Safeguarding concerns may result in immediate review, suspension or termination of the placement.
- The DSL will ensure relevant safeguarding information is shared with the provider where necessary and proportionate.

Children potentially at greater risk of harm

Any child may benefit from support before statutory intervention. Staff should remain particularly alert to the potential need for additional support for children who:

- have disabilities, certain health conditions or specific additional needs;
- have special educational needs, whether or not they have an Education, Health and Care Plan;
- have a mental health need;
- are young carers, pregnant or parents themselves;
- show early signs of abusive, violent or harmful behaviours;
- are being drawn into anti-social or criminal behaviour, gangs, organised crime or county lines;
- are frequently missing from education, home or care;
- have been repeatedly removed from classrooms, experienced multiple suspensions, are on a part-time timetable, are at risk of permanent exclusion, or are in Alternative Provision or a PRU;
- are at risk of exploitation, modern slavery or trafficking;
- are at risk of radicalisation;
- have a parent/carer in custody or are affected by parental offending;
- live in family circumstances involving drug or alcohol misuse, adult mental health, domestic abuse or other pressures;
- are misusing alcohol or drugs;
- are at risk of honour or faith-based abuse, FGM or forced marriage;
- are privately fostered.
- are living in temporary accommodation, homeless, at risk of homelessness, or affected by housing instability, including where the school/college receives notification from a housing authority or other partner agency.
- have medical conditions, allergies or essential medication needs where repeated failure to support treatment, medication access, dietary safety or reasonable adjustments may become a safeguarding concern.

Young carers may require additional support where caring responsibilities affect attendance, punctuality, concentration, learning, wellbeing, social development or ability to participate fully in school/college life. Staff should recognise potential indicators of caring responsibilities and share concerns with the DSL or pastoral lead so that support, assessment and referral routes can be considered.

Children with SEND or disabilities

Staff recognise that additional barriers can exist when identifying abuse, neglect or exploitation in children with SEND or disabilities. These can include assumptions that indicators relate to disability, communication barriers, dependency on adults for care, reduced opportunities to disclose, and increased vulnerability to bullying, coercion or exploitation.

- Concerns will be explored with professional curiosity and not attributed automatically to SEND or disability.
- The child's preferred communication method will be considered.
- The DSL will liaise with the SENCO/named SEND lead as appropriate while maintaining confidentiality.
- Reasonable adjustments will be made so children can report concerns and access support.

Where a child has a medical condition, allergy or requires essential medication, the school/college will consider whether concerns about repeated missed medication, avoidable exposure to allergens, untreated symptoms, refusal or failure to follow agreed healthcare plans, or lack of reasonable adjustments may indicate neglect or another safeguarding concern. Staff must share concerns with the DSL and relevant medical/SEND leads so that proportionate support, advice or referral can be considered.

Serious violence, weapons and safety planning

Serious violence is a safeguarding concern. It may involve physical assault, carrying, threatening with or using weapons, peer conflict, bullying, exploitation or violence linked to criminal activity. Staff must report concerns about a child carrying, using or expressing intent to carry or use a weapon to the DSL immediately.

- The DSL will assess risk to the individual child and others.
- A safety and support plan will be developed where appropriate.
- Plans may include trusted adult support, supervision arrangements, de-escalation strategies, curriculum/pastoral support, referral to specialist services, police advice and multi-agency planning.
- The school/college will be alert to times when risk may increase, including immediately after school, transitions, journeys to and from school, exclusions/suspensions and movement in or out of Alternative Provision.
- Children involved in violence may also have been harmed themselves and will be considered through a safeguarding lens.
- [Knife Crime and Youth Violence Protocol for Education](#) – school.
- [Knife Crime and Youth Violence Protocol for Education](#) – college.

Extremism and radicalisation

Children may be susceptible to radicalisation into terrorism. Protecting children from this risk is part of the school/college's wider safeguarding approach. The school has due regard to the Prevent duty and treats concerns about radicalisation, extremism or terrorism as safeguarding concerns.

Extremism is the vocal or active opposition to 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 by which a person comes to legitimise support for, or the use of, terrorist violence.

Terrorism includes action or threats designed to influence government or intimidate the public for a political, religious or ideological cause, and which endanger or cause serious violence, serious damage to property, or serious interference with an electronic system.

The school is subject to the Prevent duty under section 26 of the Counter-Terrorism and Security Act 2015 and will have due regard to the need to prevent people from becoming terrorists or supporting terrorism. The Prevent duty is treated as part of the school's wider safeguarding duties. The DSL, Deputy DSLs and relevant senior leaders will be familiar with current Prevent duty guidance and local procedures for making Prevent referrals. Staff should use professional judgement, be alert to changes in children's behaviour or circumstances, and share concerns with the DSL or Deputy DSL without delay.

Staff should be alert to violence fixation, including escalating interest in weapons, attacks, mass harm, extremist material or harmful online content, whether or not this appears linked to a clear ideology. Concerns must be shared with the DSL or Deputy DSL and considered through safeguarding, Prevent, Channel, police and local multi-agency procedures.

Channel is a voluntary, confidential support programme for people who may be susceptible to being drawn into terrorism. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will consider whether support is required. A school/college representative may be asked to contribute to the Channel process. Where a child receiving Channel support moves to another school or college, the DSL will consider, in line with information-sharing principles, whether relevant information should be shared in advance to support continuity of safeguarding support.

- We build resilience through a balanced curriculum, critical thinking, online safety and inclusive practice.
- We have filtering and monitoring systems in place, including real-time alerts, and record all follow-up actions and interventions.
- We monitor the use of school premises and external speakers to ensure compatibility with safeguarding duties.
- We work with local safeguarding partners where concerns arise.

School premises and non-school activities

When the school premises are used for non-school activities, leaders will seek assurance that appropriate safeguarding arrangements are in place. Safeguarding clauses will be included in hire agreements and concerns will be reported to relevant agencies, including the local authority and/or LADO, where appropriate. Site safety arrangements include signing visitors in and out, supervision, identity checks, acceptable conduct expectations and emergency procedures.

Where services or activities are provided separately by another organisation, leaders will seek assurance that the provider has appropriate safeguarding and child protection policies, safer recruitment arrangements and procedures for liaising with the school/college where concerns arise. Safeguarding requirements will be included in hire or transfer-of-control agreements, and failure to comply may lead to termination of the agreement.

Bredbury Green Primary School receives a range of visitors, including parents/carers, contractors, professionals, speakers, performers and others attending events or activities. We will manage visitors proportionately, checking identity and **seeking assurance about appropriate checks** where a visitor attends in a professional capacity. We will not request DBS checks, barred list checks or DBS certificates for children's relatives or other visitors attending one-off events such as sports days. The Headteacher will use professional judgement about supervision or escorting arrangements, and leaders will consider the suitability, educational value and age appropriateness of external organisations, speakers or resources before they are used.

Domestic abuse and Operation Encompass

Children can be victims of domestic abuse where they see, hear or experience its effects. Domestic abuse can have a significant impact on health, wellbeing, safety, attendance and learning. Young people can also

experience abuse in their own relationships. Where we have concerns we will follow local and national guidance and policies.

Operation Encompass

Bredbury Green Primary School participates in Operation Encompass. Operation Encompass is an information-sharing arrangement through which police notify education settings when they have attended a domestic abuse incident where a child may have been affected. This supports education settings to provide timely, informed support.

- The DSL or trained Operation Encompass Key Adult receives and reviews notifications.
- Information is recorded securely and shared only on a need-to-know basis.
- Support is considered in light of the child's needs, behaviour, voice and circumstances.
- Operation Encompass does not replace statutory safeguarding procedures or referrals to children's social care where those are required.
- The school/college will communicate its participation in Operation Encompass to parents/carers through appropriate local documentation.
- Notifications may be received where a child has been affected by domestic abuse even if they were not physically present. Notifications may include sensitive information about the child's circumstances, voice and context and will be handled sensitively, securely and in line with data protection laws. Operation Encompass will not be used as a substitute for professional judgement, will not replace statutory safeguarding procedures or referrals where a child may be at risk of harm, and notifications will not include information or reference to sexual offences disclosed at the domestic abuse incident. The school/college will maintain a reliable route for receiving notifications, such as a monitored safeguarding inbox or named Key Adult arrangement.

Honour-based abuse, forced marriage and FGM

Staff are alert to the possibility of honour-based abuse, forced marriage and female genital mutilation. These concerns must be reported to the DSL immediately. Teachers have a specific mandatory reporting duty where they discover that an act of FGM appears to have been carried out, but all staff **must** act to promote and safeguard the welfare of our students.

Reasonable force and restrictive practice

There are limited circumstances where it may be appropriate for staff to use reasonable force to safeguard children. Reasonable force means using no more force than is necessary for the least amount of time in the circumstances. It may include guiding a child to safety, preventing injury, preventing serious damage to property, or preventing serious disruption where there is an immediate safeguarding, safety or welfare risk.

- Any use of reasonable force or restrictive intervention must be lawful, proportionate, necessary, reasonable in the circumstances and for the shortest time possible.
- Staff must consider the child's age, needs, SEND, disability, medical conditions, trauma history, communication needs and any known risk assessment or support plan.
- Reasonable force must never be used as a punishment or to cause pain, humiliation or degradation.
- Where restrictive intervention is used, the incident must be recorded, reviewed and reported in line with the behaviour policy and any local reporting requirements.
- Parents/carers should be informed where appropriate, unless doing so would increase safeguarding risk.

- Leaders will review incidents to identify learning, reduce the likelihood of recurrence and consider whether additional support, reasonable adjustments, behaviour planning or safeguarding action is required.
- This section should be read alongside the behaviour policy, SEND policy, health and safety procedures and any restrictive intervention or positive handling policy used by the school/college.

Gender-questioning children, social transition and single-sex spaces

The school will respond sensitively, professionally and lawfully where a child, or their parent/carer, raises a request for support relating to gender-questioning or social transition. The school will not initiate action relating to social transition. Individual members of staff must not adopt changes relating to social transition, such as changes to names, pronouns, uniform, records or day-to-day arrangements, unless a school decision-making process has taken place and parents/carers have been involved, unless involving them would create a safeguarding risk.

Staff will take time to understand the child's thoughts and feelings and will be professionally curious about the full range of the child's experiences, including family relationships, peer relationships, bullying, mental health, SEND, neurodiversity, online influences and wider wellbeing.

Any request for support with social transition will be considered carefully and on an individual basis. Social transition will be treated as an active intervention that may have significant implications for the child and for other children. The first consideration will be the best interests and safeguarding of the child and all children affected. The child's wishes and feelings will be listened to and taken seriously, but any decision may not be the same as the child's wishes.

Parents/carers will usually be involved as a matter of priority and their views will be treated with importance. Where involving parents/carers may place the child at greater risk, the DSL will be involved before parents/carers are contacted or decisions are made. Relevant professional advice may be sought, including from the SENCO/named SEND lead, pastoral staff, health professionals, the local authority, trust, HR or legal advisers where appropriate.

Decisions and rationale will be documented and records will be kept. Arrangements will be reviewed regularly, including where circumstances change, safeguarding concerns emerge, a child is living in stealth, or a child wishes to fully or partially reverse a previous request. The school/college will keep accurate records, including accurate recording of biological sex where this is recorded, and will ensure relevant staff have appropriate information where needed for safeguarding, safety, privacy, dignity, fair participation or legal compliance.

The school/college will be a respectful place where bullying is never tolerated. All forms of bullying, harassment or discriminatory behaviour, including bullying related to sex, gender-questioning, perceived difference or any protected characteristic, will be challenged and addressed at the earliest opportunity.

Toilets, changing rooms, showers and PE/sport

- The school will maintain single-sex toilet and changing/shower provision in line with legal requirements and safeguarding guidance.
- Children will not be permitted to use toilets, changing rooms or showers designated for the opposite biological sex.
- Where a gender-questioning child does not wish to use facilities designated for their biological sex, the school/college will consider whether suitable alternative arrangements can be made, provided that these do not compromise single-sex provision or the safety, comfort, privacy or dignity of the child or any other child.
- Alternative arrangements may include self-contained individual facilities where available or supervised access at an alternative time where appropriate.

- Requests relating to PE or sport will be considered in light of safety, fairness, safeguarding, equality duties, and guidance on support with social transition.
- Records of arrangements will be clear, appropriately communicated and regularly reviewed.
- Any arrangements will be determined on a case-by-case basis, having regard to safeguarding, the best interests of the child, the impact on other children, and the school/college's statutory obligations.

Estates, Toilets, Changing and Other Physical Spaces

The school recognises that the design, condition, access to and use of its premises and physical spaces form an important part of its safeguarding arrangements. Safeguarding considerations are therefore taken into account when premises are designed, adapted, allocated and supervised, with the privacy, dignity, safety and welfare of all pupils at the centre of decision-making.

The school will maintain premises that are safe, secure, appropriately supervised and suitable for the age, developmental stage and individual needs of pupils. Particular attention will be given to areas where pupils may be less visible to staff or where there may be increased opportunities for bullying, child-on-child abuse, sexual harassment, inappropriate behaviour, accidents or other safeguarding concerns.

Toilets and toilet facilities

The school will provide and manage toilet facilities in accordance with the School Premises (England) Regulations 2012, other relevant legislation and the safeguarding requirements set out in Keeping Children Safe in Education 2026.

Separate toilet facilities will be provided for boys and girls, in accordance with the statutory requirements. Where individual toilets are provided in rooms which can be locked from the inside and are intended for use by one pupil at a time, these may be used as individual facilities.

The school will ensure that toilet facilities are appropriately maintained, clean, adequately lit and accessible, and that arrangements minimise safeguarding risks while allowing pupils appropriate privacy.

Staff will maintain appropriate awareness of toilet areas without unnecessarily compromising pupils' privacy. Staff will respond promptly to concerns about bullying, intimidation, inappropriate sexualised behaviour, sexual harassment, violence, damage, unsafe behaviour or any other safeguarding concern arising in or around toilet facilities.

If a pupil raises concerns about using the toilet designated for their biological sex, the school will consider whether an alternative individual toilet facility is available or can reasonably be provided. Any alternative arrangement will be considered on a case-by-case basis and must not compromise the safety, comfort, privacy or dignity of the pupil or of other pupils. Any such arrangement will be appropriately recorded, communicated to relevant staff and reviewed as necessary.

Changing facilities and PE

The school does not currently have dedicated single-sex changing rooms for routine PE. Safeguarding considerations are therefore incorporated into the school's arrangements for changing for PE.

For Year 6 pupils, changing for PE takes place in designated single-sex classrooms. These arrangements are intended to provide pupils with appropriate privacy and dignity while allowing staff to maintain appropriate safeguarding oversight.

Pupils will be expected to change promptly and appropriately and will be reminded that changing areas are not places for inappropriate physical contact, sexualised behaviour, bullying or harassment. Mobile phones and other devices must not be used to photograph, film or record pupils in changing or private areas.

In accordance with KCSIE 2026, the school will not allow a child aged 11 or over at the start of the school year to undress in front of a child of the opposite biological sex. The school will therefore ensure that its changing arrangements provide appropriate single-sex provision where pupils aged 11 or over are changing.

Where changing arrangements are reviewed, the school will consider the age and number of pupils, their sex, any special educational or additional needs, the physical layout of the premises, levels of supervision, privacy and dignity, and any identified safeguarding risks.

Where a pupil requires an alternative changing arrangement for individual reasons, the school will consider appropriate alternatives on a case-by-case basis. Where appropriate, this may include access to a fully enclosed individual space or changing at an alternative time. Any arrangement will be considered with regard to the safety, comfort, privacy and dignity of the pupil and of other pupils and will be recorded and reviewed where necessary.

Swimming and changing

Where pupils attend swimming, the school will ensure that appropriate changing arrangements are in place.

Single-sex changing facilities will be made available for pupils attending swimming. Staff supervising swimming activities will ensure that arrangements for changing, movement to and from the pool and supervision of pupils are appropriately planned and risk assessed.

The school will liaise with the swimming provider or venue, where applicable, to ensure that its facilities and arrangements provide appropriate privacy, dignity and safeguarding for pupils.

Any concerns arising from swimming changing facilities, including concerns about inappropriate behaviour, bullying, sexual harassment, sexualised behaviour, photography or filming, will be reported to the school and managed through the school's safeguarding and behaviour procedures.

Showers and areas where privacy is required

Where pupils have access to showers, the school will ensure that arrangements provide appropriate privacy and dignity and are suitable for the age and needs of the pupils using them.

Where showering forms part of an organised activity, including swimming or residential activities, the school will ensure that the arrangements are considered as part of the relevant activity risk assessment.

Adults will not routinely enter areas where pupils are showering or changing. Where adult intervention is necessary for safeguarding, welfare, first aid or an emergency, staff will act proportionately and in accordance with the school's safeguarding procedures and staff code of conduct.

Where a pupil has additional needs which affect their ability to use changing or showering facilities independently, the school will make appropriate reasonable adjustments and consider individual safeguarding arrangements. These arrangements will balance the pupil's need for support with their right to privacy and dignity.

Single-sex spaces and facilities

The school recognises the safeguarding importance of appropriate single-sex provision for toilets, changing facilities and residential accommodation.

In accordance with KCSIE 2026, pupils will not be permitted to use toilets, changing rooms or residential accommodation designated for the opposite biological sex.

The school will approach individual circumstances sensitively and in accordance with its safeguarding duties, the Equality Act 2010 and KCSIE 2026. Where a pupil does not wish to use a facility designated for their biological sex, the school will consider whether an appropriate alternative individual facility or other arrangement can be provided without compromising the safety, comfort, privacy or dignity of that pupil or of other pupils.

Any such arrangements will be considered on an individual basis, with the Designated Safeguarding Lead (DSL) involved where there is a safeguarding concern or where the circumstances require safeguarding consideration. Decisions will be appropriately recorded, communicated to relevant staff and reviewed where circumstances change.

The school will maintain an inclusive and anti-discriminatory culture. Bullying, harassment, discriminatory behaviour or sexual harassment connected with the use of physical spaces will not be tolerated and will be addressed through the school's safeguarding, behaviour and anti-bullying procedures.

Safeguarding risks relating to premises and physical spaces

The school will identify and manage safeguarding risks associated with the design, access and use of its premises.

Safeguarding considerations will form part of relevant premises and health and safety risk assessments and will include, as appropriate:

- areas where pupils may be out of sight or difficult for staff to supervise;
- toilets, changing rooms, showers and other areas where pupils may have increased privacy;
- potential opportunities for bullying, intimidation, child-on-child abuse, sexual harassment or sexual violence;
- access by visitors, contractors and other adults;
- access to restricted areas of the school;
- the security of entrances, exits and external areas;
- the use of classrooms or other spaces for changing;
- the needs of pupils with SEND or other additional needs;
- the needs of pupils who may be particularly vulnerable;
- the adequacy of lighting, doors, locks, visibility and supervision;
- opportunities for photography, filming or use of mobile devices in private areas; and
- any concerns or incidents previously identified in relation to a particular location.

The Headteacher, DSL and relevant premises or site staff will ensure that identified risks are acted upon proportionately. Where a safeguarding concern identifies a weakness in the physical environment, appropriate action will be taken to reduce the risk. This may include changes to supervision, access

arrangements, signage, locks, furniture or room allocation, additional risk assessment, staff guidance, or changes to the use of the space.

The effectiveness of arrangements will be reviewed following significant incidents, concerns or changes to the premises and as part of the school's wider safeguarding review.

Residential trips and overnight stays

Where the school organises residential trips or overnight stays, safeguarding arrangements will be planned before the trip and reflected in the relevant risk assessment and trip planning documentation.

Pupils will have single-sex sleeping, changing and showering arrangements during residential trips.

The school will ensure that accommodation arrangements take account of pupils' age, sex, individual needs, safeguarding vulnerabilities and any relevant medical or SEND requirements. Staff accommodation will be arranged separately from pupils' accommodation and in accordance with the requirements of the trip and the school's safeguarding procedures.

In accordance with KCSIE 2026, the school will not allow a child to share overnight accommodation with a child of the opposite biological sex. Where a pupil does not wish to share accommodation with another pupil of the same biological sex, the school will consider alternative arrangements where possible, provided these do not compromise the safety, comfort, privacy or dignity of any child.

Residential risk assessments will consider, as appropriate:

- sleeping arrangements and room allocations;
- access to and supervision of changing and shower facilities;
- arrangements for staff and pupils;
- access to accommodation by members of the public or other groups;
- safeguarding risks associated with isolated or unfamiliar environments;
- appropriate boundaries between adults and pupils;
- arrangements for responding to illness, distress, missing pupils or safeguarding concerns;
- additional vulnerabilities, including SEND or medical needs; and
- arrangements for reporting and responding to child-on-child abuse, bullying, sexual harassment or other safeguarding concerns.

The school will have clear arrangements for pupils to report concerns privately to an appropriate member of staff during residential activities. Staff will remain alert to changes in behaviour, distress, withdrawal or other indicators that may suggest that a pupil is experiencing a safeguarding concern.

Reporting and managing concerns arising from physical spaces

All pupils and staff are encouraged to report concerns about toilets, changing facilities, showers, classrooms used for changing, residential accommodation or any other physical space.

A concern may relate to the behaviour of another pupil, an adult, a visitor or contractor, or to a feature or arrangement of the physical environment itself.

Staff who receive or identify a safeguarding concern will follow the school's safeguarding and child protection procedures and report the concern promptly to the DSL or deputy DSL. Staff must not investigate the matter themselves or promise confidentiality.

Where a concern involves possible child-on-child abuse, sexual harassment, sexual violence, inappropriate sexualised behaviour, filming or photography in a private space, the school will follow the relevant procedures in its Child Protection Policy and KCSIE 2026.

Where a concern relates to a member of staff, volunteer, contractor or other adult, the school's procedures for managing allegations or concerns about adults will be followed, including referral to the Local Authority Designated Officer (LADO) where the relevant threshold is met.

All safeguarding concerns, discussions, decisions and actions will be recorded appropriately, including the reasons for decisions and any measures taken to reduce ongoing risk. Records will be maintained securely and confidentially.

Where a physical-space concern indicates a wider or recurring safeguarding risk, the DSL and Headteacher will ensure that the risk assessment and/or premises arrangements are reviewed and amended as necessary.

The school will listen to pupils' views about the safety of its physical environment and will provide accessible and well-publicised routes for pupils to raise concerns. Pupils will be reassured that concerns will be taken seriously and that reporting a safeguarding concern will not result in them being blamed or made to feel that they have caused a problem.

The school's arrangements for physical spaces will be reviewed at least annually as part of the overall review of safeguarding policies and procedures, and sooner where incidents, changes to the premises, changes in legislation or guidance, or emerging safeguarding risks indicate that a review is necessary.

Safer recruitment and safer working practice

The school pays full regard to KCSIE 2026 and relevant legislation when recruiting staff, volunteers, contractors and others working with or around children. Safer recruitment is part of a wider culture of safer practice.

- Recruitment processes include appropriate identity, DBS, barred list, right to work, qualification, prohibition, section 128, overseas and reference checks as applicable.
- Online checks may be undertaken as part of due diligence in line with KCSIE and recruitment procedures.
- The single central record is maintained and reviewed at least termly by a named senior leader, who in turn provides assurance to the governing board.
- Supply, agency and third-party staff are subject to written confirmation of checks and appropriate induction.
- Staff and volunteers receive safeguarding induction and understand the staff behaviour/code of conduct, which specifically includes safer working practice guidance, acceptable use, online safety, low-level concerns and whistleblowing procedures.
- Adults working in school/college understand professional boundaries, safe use of technology, and expectations for conduct inside and outside work.
- Please read our Safer Recruitment Policy for any further information. It is available on the school website: www.bredburygreenprimary.com

Regulated activity and volunteers

The school will ensure arrangements for volunteers and others undertaking teaching, training, instructing, caring for or supervising children reflect current statutory requirements. Where applicable and in line with KCSIE 2026, the removal of the previous supervision exemption for regulated activity will be reflected in recruitment approaches, DBS/barred list decision-making and volunteer risk assessments. The school/college will keep written records of volunteer risk assessments, identity checks, induction, supervision arrangements and any barred list or DBS decisions. Existing volunteers, work experience arrangements, contractors, self-employed workers, supply staff and trainee teachers will be reviewed to ensure the correct checks, written confirmations and safeguarding induction are in place. HR and legal advice will be sought where uncertainty exists via our contracted provider.

Allegations, concerns and low-level concerns about adults

Bredbury Green Primary School has processes to manage safeguarding concerns or allegations about staff, including supply staff, trainee teachers, volunteers and contractors. Concerns that may meet the harm threshold will be referred to the headteacher, Chair of Governors/Trust lead where the concern is about the headteacher, and the LADO as appropriate.

Low-level concerns are concerns about an adult working in or on behalf of the school/college that do not meet the harm threshold but may indicate behaviour inconsistent with the staff behaviour/code of conduct. Low-level concerns must be shared, recorded, reviewed and responded to appropriately to identify patterns and maintain a culture of openness and safety.

- Low-level concerns will be shared confidentially with **Ellis Cuttress – Acting Headteacher**.
- The headteacher is the ultimate decision maker for low-level concerns, unless the concern relates to them.
- Concerns about supply staff and contractors will be shared with their employer so patterns can be identified.
- If there is doubt about whether the harm threshold is met, advice will be sought from the LADO or relevant Local Authority safeguarding lead.
- Where a person is dismissed, removed from regulated activity, would have been removed had they not left, or otherwise meets the referral criteria, the school/college will make a referral to the Disclosure and Barring Service as required.
- Where a teacher is dismissed, ceases to be used, or would have been dismissed for serious misconduct, the school will consider whether referral to the Teaching Regulation Agency is required.
- Suspension will not be an automatic response to an allegation; decisions will be proportionate, risk-assessed, recorded and reviewed. The school/college will consider welfare support for the child, the adult who is the subject of the allegation and any other children or staff affected.
- Records will be kept securely and in line with HR, data protection and retention requirements.
- At the conclusion of any allegation or low-level concern process, leaders will consider whether there are lessons for safer recruitment, induction, supervision, staff conduct, site management, culture or policy, and will record actions taken.

Whistleblowing and professional challenge

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in safeguarding provision. Such concerns will be taken seriously by senior leaders. Where staff feel unable to raise a concern internally, or feel that genuine concerns are not being addressed, other whistleblowing channels are available, including the NSPCC whistleblowing advice line: [Whistleblowing Advice Line | NSPCC](#).

The school/college also recognises the importance of professional challenge and escalation where there are disagreements between agencies or where a child's situation is not improving. Staff should speak to the DSL if they believe escalation is required.

Information on escalation procedures is available here: [Resolving Professional Differences/Escalation Policy](#).

Searching, screening and confiscation

Searching, screening and confiscation will be managed in line with the school/college behaviour policy and DfE guidance. The DSL or Deputy DSL will be informed without delay where a search reveals or suggests a safeguarding risk, involves prohibited items such as weapons, drugs or harmful imagery, or where a child's welfare is otherwise at risk. Any risks will be managed in line with local guidance and with consideration given to all involved.

The headteacher and DSL understand the requirement for an Appropriate Adult where a child is subject to police detention, treatment or questioning under [PACE Code C](#). The headteacher or assistant headteacher, in their absence, will be **immediately alerted** to these circumstances.

Staff learning, induction and training

Safeguarding learning is an essential part of staff development and supports our culture of safeguarding. All new staff, volunteers, agency and third-party staff receive safeguarding induction. Induction includes:

- KCSIE 2026 Part One for all staff, with any role-specific additional information or relevant guidance provided as appropriate;
- any KCSIE Part One overview, school/college summary or quick-reference material used to support understanding, noting that these do not replace reading Part One itself;
- this safeguarding and child protection policy;
- positive relationships and behaviour policy;
- staff behaviour/code of conduct policy – safer working practice;
- child-on-child abuse procedures;
- children absent/missing from education procedures;
- online safety, filtering and monitoring expectations;
- low-level concerns, allegations and whistleblowing procedures;
- categories of abuse;
- What to do if you are worried about a child, or if they share a concern;
- how to record and report concerns, including outside normal DSL availability.

All staff will receive appropriate safeguarding and child protection training at induction, including online safety and an understanding of the school's expectations, applicable roles and responsibilities in relation to filtering and monitoring. Training will be regularly updated. In addition, all staff will receive safeguarding and child protection updates, including online safety updates, as required and at least annually, for example through email, e-bulletins, staff meetings, briefings or training sessions, so that they have the knowledge and skills needed to safeguard children effectively. Training records will be maintained and reported to governors/trustees. Governors and trustees will receive appropriate safeguarding and child protection training, including online safety, at induction and through regular updates.

Other related policies

This policy is the overarching safeguarding and child protection policy and should be read alongside linked policies including:

- Attendance policy;
- Positive Relationships and Behaviour policy;
- Anti-bullying policy;
- Staff behaviour/code of conduct policy;
- Low-level concerns policy;
- Whistleblowing policy;
- Online safety and acceptable use policies;
- Data protection and records management policies;
- Mental Health policy;
- Complaints policy



All the staff at Bredbury Green Primary school are committed to safeguarding all our children.

We will strive to:

- Provide a safe environment for our children
- Support children and families using early intervention strategies
- Notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm

Our designated safeguarding lead is:



Ellis Cuttress
Acting Headteacher
(Prevent Lead)

In her absence the role will be fulfilled by:



Stephanie Goodall
Pastoral & Safeguarding Manager



Sarah Gomersall
Assistant Headteacher

If you have any concerns about the welfare of any of our children, record your concerns using CPOMS.

For further advice contact: MASSH - 0161 217 6028

- select **option 1** to tell us about a concern about a child's welfare
- select **option 2** to request support for your child, make a referral to Emotional Wellbeing Hub or SEND Hub, request advice about making a referral or request advice about a child you are working with

Useful links, further advice and guidance

[Greater Manchester Safeguarding Procedures](#)- follow the link and search key words.

[Stockport Suicide Prevention](#)

[Stockport Early Help Assessment](#)

<https://www.stockport.gov.uk/team-around-the-school>

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2024/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

Professional standards
[Teachers standard information.pdf](#)

[The-7-principles-of-public-life](#)

[National-standards-of-excellence-for-headteachers](#)

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Resilience Hub

[Greater Manchester Resilience Hub](#)

Substance Misuse

- MOSAIC-[MOSAIC Drug and Alcohol Services](#)
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment.

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- The Stockport Online Safety Hub- <https://stockport.onlinesafetyhub.uk/>
- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/online-safety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk

- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health & Emotional Wellbeing

- Mind: www.mind.org.uk
- Kooth- <https://www.kooth.com/>
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/ [Stockport](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Stop Hate UK- <https://www.stophateuk.org/>
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>
Children in the court system
- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children:
 - [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#)
 - [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](#)
- Making arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

What to do if you are concerned that a child/young person is being abused

Procedures Initial concern:

If staff or volunteers have any concerns about a child's welfare they should act on them immediately. Teaching staff and support staff with a lot of contact with pupils should make a written record of the concerns on the School's CPOMS (Child Protection Online Monitoring and Safeguarding) system and alert the relevant Designated Safeguarding Lead and Deputy/ies to this record. If necessary, a skin map should also be completed on CPOMS.

Other support staff and volunteers should give a written record or email a written record to the relevant Designated Safeguarding Lead or Deputy for them to put on CPOMS. Staff and volunteers must speak to the relevant Designated Safeguarding Lead or Deputy immediately if the concern needs urgent attention.

A member of staff or volunteer who hears a disclosure from a pupil must:

- listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.
- not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the relevant Designated Safeguarding Lead who will ensure that the correct action is taken.
- not ask leading questions, that is, a question which suggests its own answer.
- make a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child. Staff and volunteers should maintain an appropriate level of confidentiality; this means only involving those who need to be involved, such as the Designated Safeguarding Lead or Deputy and Children's Social Care. When necessary the Designated Safeguarding Lead or Deputy can be contacted outside of normal school hours.

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin;**
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;
- Any **additional needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember- Anyone in school/college can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

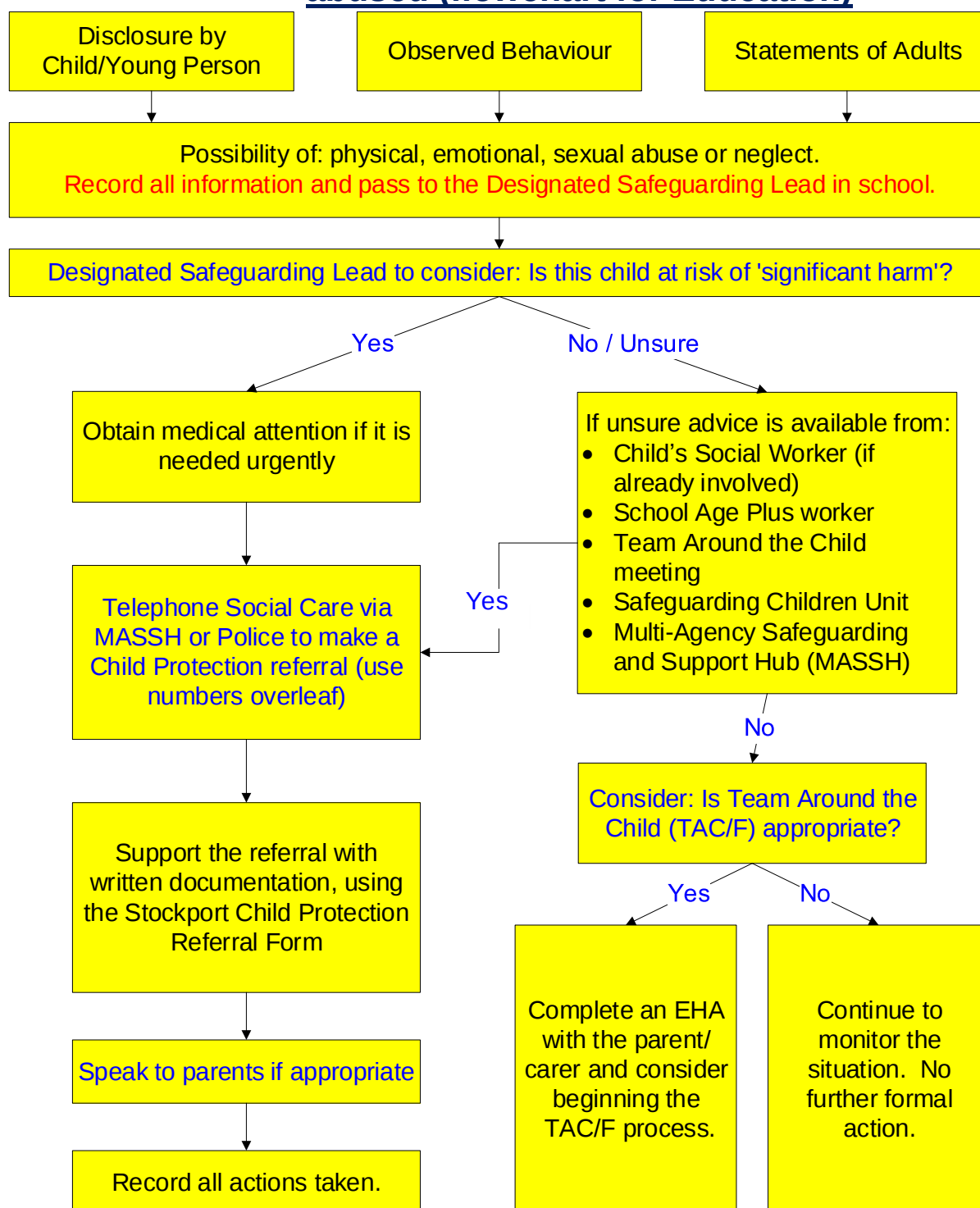
Children's Services- child protection referral

- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- The Multi –agency Safeguarding and Support Hub (MASSH)
Monday to Thursday 8.30am to 5.00pm,
- Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
Out of hours referrals and advice Tel: (0161) 718-2118
- Greater Manchester Police tel:101 or go online for non-urgent matters, dial 999 in an emergency

Advice is available from:

- Child's Social Worker (if already involved)
- Named School/college Social Worker
- School/college Family coordinator/ Intervention worker
- Team Around the School/college meeting
- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)
tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

What to do if you are concerned that a child/young person is being abused (flowchart for Education)

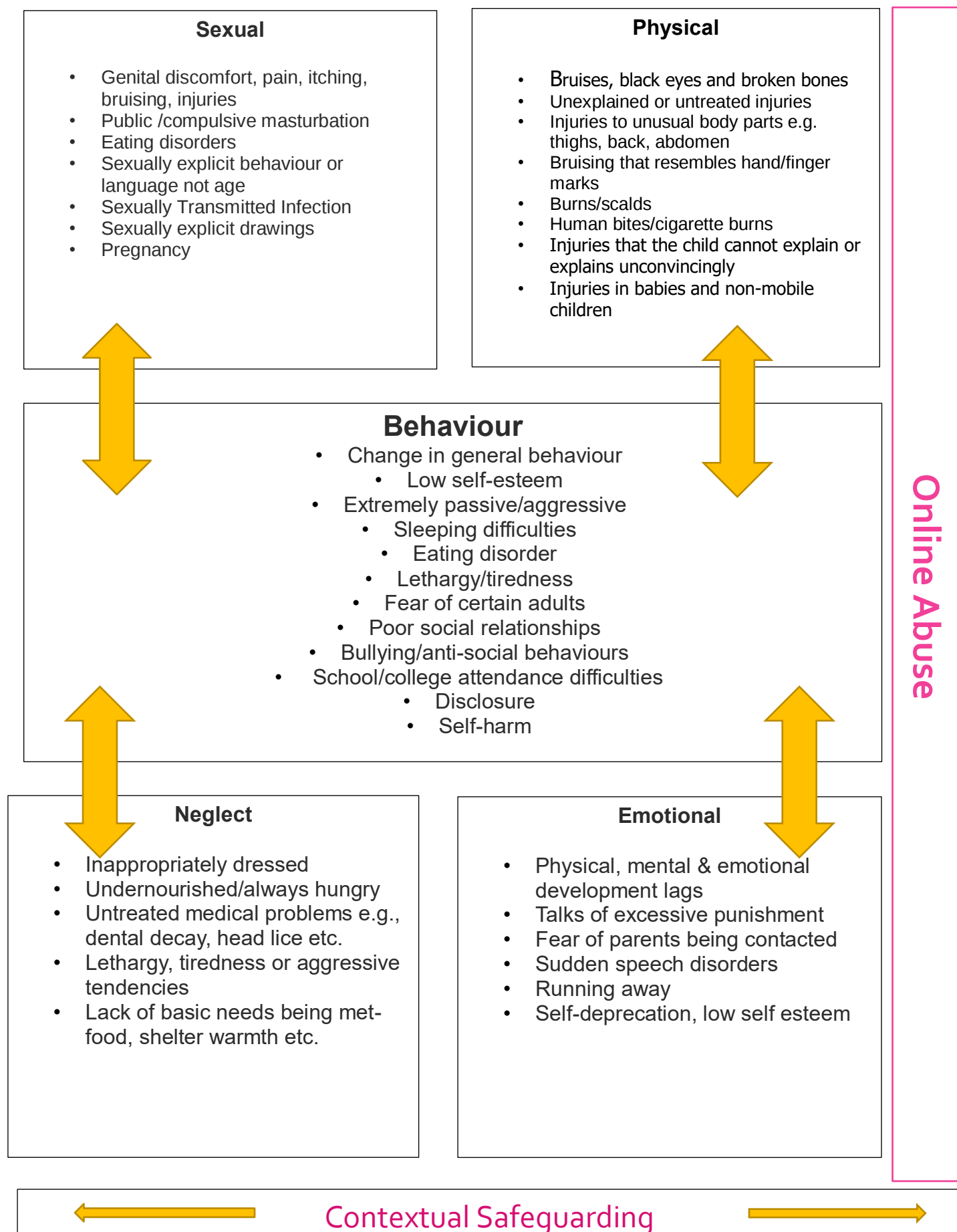


REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2024/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL



The Designated Officer (DO) -also known as the Local authority Designated Officer (LADO)

[Greater Manchester procedures online- Allegation management](#)

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

When to contact the Local Authority Designated Officer (LADO)

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the DO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;

- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries in his or her work;
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to [Child Protection Plan](#);
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

Online Referral

You can submit a referral using Stockport Council's secure online form:

➡ [Start a LADO referral](#)

Note for Parents who are worried about a child

If you are a parent or carer in Stockport and have concerns about a child's safety or wellbeing, you should not hesitate to seek help. You can contact your child's school and ask to speak with the Designated Safeguarding Lead (DSL), who is specially trained to respond to these concerns. Alternatively, you can reach out directly to Stockport's Multi-Agency Safeguarding and Support Hub (MASSH) for advice or to make a referral—they are available to listen and offer guidance.

Contact details for Stockport MASSH:

Phone: 0161 217 6028 (Monday to Thursday: 8:30am – 5:00pm, Friday: 8:30am – 4:30pm)

Email: massh@stockport.gov.uk

If you need help outside these hours, contact the Emergency Duty Team on 0161 718 2118.

In cases of immediate risk or danger, always call the police on 999. Remember, sharing your concerns could be an important first step in protecting a child and ensuring they get the support they need.

The role of the Designated Safeguarding Lead

MANAGING REFERRALS

Refer all safeguarding cases, including Early Help, through the relevant routes:

<https://www.stockport.gov.uk/early-help-assessment/assessing-needs-eha>

<https://forms.stockport.gov.uk/v2/contacting-the-massh/level-select>

to the Police if a crime may have been committed.

Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information can be found here:

https://greatermanchesterscb.proceduresonline.com/search/search.html?zoom_sort=0&zoom_query=escalation+process&zoom_per_page=10&zoom_and=0

Have responsibility to ensure there is at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here:

<https://www.operationencompass.org/school/college-participation>.

An annual information letter to be sent to parents. All downloadable documents are here:

<https://www.operationencompass.org/school/college-participation/school/college-downloads>.

To ensure that the Local Authority are notified if children are persistently absent or missing from education-

<https://www.stockport.gov.uk/start/missing-from-school/college-report-form>

<http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2024/04/Stockports-multi-agency-response-to-need-guidance-document.pdf>

INTER-AGENCY WORKING AND INFORMATION SHARING

Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.

Promote an understanding of our lawful duty in line with the Data Protection Act 2018 and GDPR, including an awareness these do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2021) where appropriate.

Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

When a child leaves our school/college, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school/college and will ensure that the safeguarding file is forwarded to the receiving school/college within **five working days**. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school/college and/or evidence of recorded delivery. Where a parent elects to remove their child from the school/college roll to home educate, the school/college will make arrangements Archive these records in accords with the schedule of retention.

We will continue to support any pupil leaving the school/college about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school/college as a matter of priority.

AWARENESS RAISING:

- Ensure the Bredbury Green Primary School's child protection policies are known, understood and used appropriately.
- Ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect, or exploitation may be made and the role of the school/college or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (KCSIE 2025)

QUALITY ASSURANCE:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of safeguarding and welfare concerns files (at a minimum once a year).
- Complete an audit of the school safeguarding arrangements at frequencies specified by the Stockport Safeguarding Children Partnership
- Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in safeguarding arrangements.

SUPERVISION AND REFLECTION:

The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

Information for the DSL

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

In general, you should always discuss any concerns the school/college may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred **and their own words when possible**.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you should inform the staff at the MASSH when making your referral.

If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should be clear with MASSH colleagues what the child and parents will be told, by whom and when.

The DSL has responsibility for managing and overseeing child protection referrals. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff must take responsibility by speaking to a member of the senior leadership team and/or take advice from local children's social care (this can be the named school/college social worker or the MASSH-See Appendices). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. For more information and access to the online referral form follow this link- <https://www.stockport.gov.uk/contacting-the-massh>

The DSL must ensure staff understand this and are able to act accordingly.

Peer Abuse including Sexual Violence and Harassment

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school/college or college's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that school/colleges record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own school/colleges and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in school/colleges and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – from September 2021

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school/college's pastoral system. **It is important that all staff new or otherwise, have input on these matters at least annually.**

A bespoke helpline for children and young people who've experienced abuse at school/college, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk