



Education Learning Trust Multi Academy Trust Meadowbank Primary School

Safeguarding and Child Protection Policy

Approved	September 2025
Next review	July 2026

Revision History

Date	Document Version	Document Revision History	Policy Owner / Reviser	Document Approver
[date]				Trust Board [date]
September 2025	1	Operational school Policy to work with strategic Trust policy. Aligned to KCSIE 2025	K Jenkins	

At School/ College the following members of the school/college community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Janine Appleton Headteacher	Katherine Jenkins Assistant Headteacher	Sally Jarvis

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

The Headteacher / Principal	Deputy Head / Principal (In the absence of the Headteacher)	Chair of Governors (In the event of an allegation against the headteacher)
Janine Appleton	Kellie Carrington	Lynsey Galley

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1. Education Learning Trust Principles of Effective Safeguarding

Policy Statement

The following principles have been designed by the Education Learning Trust as underpinning approaches to ensure all schools are enabling effective safeguarding arrangements aligned to the Trust's core values of Collaborate, Empower, Achieve.

1.1 Collaborative Safeguarding

- **Whole-community approach:** Build safeguarding as a collective responsibility—educators, families, pupils, and external partners working together to identify risks early and take collective action.
- **Shared learning:** Use regular training, peer review, and open forums for staff to learn best practice and share insights.
- **Pupil-first focus:** Safeguarding decisions are always based on what is best for the learner.
- **Voice and participation:** Encourage pupil involvement in shaping safety policies—ensuring they understand and buy into the principles that protect them.

1.2 Empowering Awareness & Response

- **Empowerment through knowledge:** Train pupils and staff to recognise and respond to harm—through age-appropriate curriculum elements.
- **Agency and autonomy:** Ensure learners know how and where to speak up—child-friendly reporting mechanisms, trusted adults, and clear pathways to support and redress.
- **Unwavering standards:** Just as ELT sets “high expectations” for success, safeguarding policies must be clear, robust, and consistently enforced—with no compromise.
- **Open culture:** Encourage honest dialogue about safeguarding concerns—stigma-free reporting, restorative practices, and a learning mindset.
- **Visible responsibility:** Designate clearly defined roles (DSL, governors, staff), each accountable for record-keeping, action, and follow-through—as part of a trustworthy and visible culture
- **Reflective practice:** Embed regular self-evaluation sessions to adapt and improve safeguarding policies—aligning with ELT's ethos of continuous innovation and excellence
- **Professional development:** Invest in CPD so that all staff stay ahead of emerging trends and local context specific safeguarding themes.

1.3 Achieving a Proactive Culture of Safeguarding

- **Proactive evaluation:** Regular audits, risk assessments, and reviews ensure measures remain effective, relevant, and responsive to new challenges (e.g. mental health, online risks, exploitation).
- **Equality of protection:** Every pupil—even those with protected characteristics or vulnerabilities—must receive tailored and fair safeguarding support aligned with ELT's commitment to aspiration and inclusivity.
- **Cultural sensitivity:** Recognise and respect diversity in approach to safety, confidentiality, and communication.

2. School Policy Statement – Contextual Safeguarding

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.

Meadowbank Primary School recognise their statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, 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 the school a safe and secure setting.

The school believes that the best interests of children always come first. 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, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Meadowbank 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.

2.1 Safeguarding definition

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework. ("Working Together to Safeguarding Children" 2023)

2.2 Child Protection definition

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is 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.

THIS SAFEGUARDING POLICY ENCOMPASSES CHILD PROTECTION.

2.1 Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Meadowbank 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 the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2025, and any other relevant UK legislation and government guidance.
- applies at all times when the school/college is providing services or activities directly under the management of Meadowbank Primary School 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 Governors and should read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Positive Relationships and Early Help (Behaviour Management) Policy
- Staff Code of Conduct
- IT/Online Safety Policy
- Whistle blowing Policy
- Attendance Policy

3. Legal Framework

Meadowbank Primary School recognise their responsibility under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The school complete a S175/157 return to the LA on a yearly basis. This policy demonstrates commitment and compliance with safeguarding legislation.

Staff and volunteers working in the 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 the school are 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 through annual Safeguarding and Prevent training, refreshers and updated information are shared

through staff meeting, supported with shared documents and ongoing compliance quizzes through weekly briefing notes. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- Working Together to Safeguard Children 2023 (WTSC)-currently under review.
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- Early Years and Foundation Stage Framework 2025 (EYFS)
- The Education Act 2002
- Education and Inspections Act 2006
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

4. Aims of the policy

The purpose of the policy is to ensure that the welfare of children is always understood and promoted. The welfare of the child is paramount.

The school strives to ensure that all children regardless of their age, gender, ability, culture, race, language, religion, or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of their duty of care they also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2025 school staff work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

All staff and volunteers are required to adhere to the Trust Code of Conduct and Safer Working Practice Guidance (Including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in the school during or outside of the normal school day.

The procedures contained in this policy apply to all staff, volunteers, students, agency staff or anyone working on behalf of Meadowbank Primary School. It is expected that this policy takes primacy over other agency policies when work is being delivered on the school site and/or on the school's behalf, maintaining a duty of care to all in the school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

Colleagues from partner agencies, who are based at Meadowbank Primary School, adhere to school policies regarding reporting concerns, safer working practice and the use of ICT. Any parties hiring the school facilities should also refer to safeguarding clauses in the hire agreement, and also note that in line with KCSIE 2025, school will ask for policies to be shared and report any issues to the LA /LADO where appropriate.

4.1 Language

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring

that children are growing up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best life chances.

Early Help refers to mechanisms providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of Meadowbank Primary School in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all children and young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role including: stepparents, foster parents, carers, and adoptive parents.

See appendix 6 for a glossary of acronyms used in this policy.

5. Roles and Responsibilities

5.1 Governance and leadership

The governing body and leadership team have a strategic responsibility for Meadowbank Primary School's safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE guidance and will ensure policies, procedures and training is effective and complies with the law at all times.

The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Stockport Safeguarding Children Partnership (SSCP).

The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Headteacher will ensure that child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

The Headteacher will allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.

The Headteacher will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with confidential

reporting/whistle blowing procedures.

The Headteacher will ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The Headteacher will liaise with the Local Authority Designated Officer where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Headteacher will ensure any learning requirements following an allegation management review are implemented effectively and will work with LA Officers as needed such as the Senior Advisor for Safeguarding in Education.

The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually or more often when required.

5.2 Designated Safeguarding Lead (DSL)

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has also appointed a Deputy DSL who will have delegated responsibilities and act in the DSL's absence.

The DSL (and any deputies) ensure there are robust systems to build an understanding of the presenting safeguarding needs of the children and young people. They retain oversight and will support and advise where there are safeguarding concerns. They will ensure an appropriate response is co-ordinated.

It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2025. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action and intervention for individual children
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2025 and WTSC 2018
- Ensuring that locally established procedures are put in place by the three safeguarding

partners as part of the Stockport Safeguarding Children Partnership (SSCP) procedures, including referrals, are followed, as necessary.

- Representing the school at multi-agency safeguarding meetings (including child protection conferences), or ensuring appropriate representation
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during school hours for staff in the school to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the Headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensuring that the requirement for children to have an Appropriate Adult PACE Code C (2019) is understood and observed at all times.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This will include attending network events, reading updates and bulletins and engaging with the SSCP.

All DSLs must have a Job Description which sets out their role and the expectations placed upon them, you should update this to include any changes relevant in KCSIE 2025 including their role in Filtering and monitoring.

The DSL will notify any Lead Social Worker if:

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise.

5.3 Members of staff

All staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse, neglect, and exploitation so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.

- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Meadowbank 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 Meadowbank 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, name policies.

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.

Where staff have conversations with a child who chooses to tell them something of concern they follow the basic principles:

- Listen and remain calm.
- Never ask a child if they are being abused.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words.)
- Advise you will have to pass the information on.
- Never take photographs of any injury.
- Never record a child.
- Never undress a child to physically examine them.
- Allow time and provide a quiet space for support.
- At no time promise confidentiality to a child or adult.
- Make a written record of discussions, decisions, and referrals on CPOMS, alerting a DSL or where this is not possible, using a paper note of concern handed to a DSL in an envelope.

(See Appendix 1 & 2 for further information)

At Meadowbank it is understood 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.

6. Monitoring and evaluation of the policy

This policy will be reviewed at least annually in line with Keeping Children Safe in Education updates, any other key legislation changes or case review findings.

Part 1: Creating a Culture of Effective Safeguarding

a. Curriculum and Safeguarding

At Meadowbank Primary School safeguarding is woven throughout the curriculum to help pupils develop the knowledge, skills and confidence they need to keep themselves and others safe. Through subjects such as PSHEE, RE, computing and assemblies, children learn about healthy relationships, online safety, consent, diversity, and how to recognise and report unsafe situations. Pupils are also taught how to manage risks, make responsible choices, and seek help when needed. The curriculum is delivered in an environment where children are encouraged to be inquisitive and confident to ask questions and express their views. By embedding safeguarding across all areas of learning, pupils at Meadowbank are empowered to become responsible, respectful and resilient individuals who understand how to stay safe both inside and outside of school.

b. Pupil Voice and Pupil Agency in Safeguarding

At Meadowbank, every child has the right to be heard and listening to the voice of the child is a vital part of safeguarding. Pupils are encouraged to share their thoughts, feelings and worries, and pupils know their concern will always be taken seriously. Pupils are supported to speak to a trusted adults in school, if they ever feel unsafe or worried about themselves or someone else. Worry boxes are positioned in each classroom and outside SLT offices as an alternative way for pupils to share concerns confidentially. Through the curriculum and pastoral work pupils are helped to develop confidence in listening to one another and understanding when it is important to report concerns about others, so that everyone feels safe, respected and supported in the school community.

c. Training and Induction

All staff receive comprehensive safeguarding training as part of their induction and ongoing professional development to ensure that everyone understands their responsibilities in keeping children safe. During induction, all staff are required to read Keeping Children Safe in Education (KCSIE) for the current year and complete safeguarding training through The National College. Following this, the Designated Safeguarding Lead (DSL) holds an induction meeting covering the school's specific safeguarding procedures, including operational practices and training on the use of CPOMS for recording and reporting concerns. Staff then continue to receive regular training throughout the year, including annual compliance updates for Safeguarding, Prevent, and GDPR. Ongoing learning is reinforced through regular staff meetings, weekly briefing notes, safeguarding updates, and quizzes, which all staff are expected to complete. Participation and results are monitored, and targeted CPD is delivered where further support or development is identified, ensuring a consistently high standard of safeguarding practice across the school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at

least annually. This will include attending network events, reading updates and bulletins and engaging with the SSCP.

d. Visitors, Volunteers and Contractors

See the Trust Safeguarding Concerns and Allegations made about Staff, Supply Staff, Contractors and Volunteers policy.

All visitors, volunteers and contractors are expected to follow the school's safeguarding policy and procedures at all times while on site. They are provided with clear safeguarding information upon arrival, including details of the Designated Safeguarding Leaders (DSLs) and how to report any concerns. Volunteers and regular practitioners from external agencies working directly with children must complete the appropriate safeguarding checks and receive an induction outlining their responsibilities for keeping pupils safe. In ensuring that everyone on the school premises understands and upholds Meadowbank's safeguarding expectations, we maintain a safe and secure environment for all members of the school community.

e. Online Safety (Including AI)

Meadowbank Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a pupil's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children under appropriate supervision and in accordance with the school's acceptable use policy. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with school policy (see ELT Staff Code of Conduct for ICT, ICT Acceptable User Agreement and Pupil and parent contracts)

Pupils are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought from the Headteacher.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher or DSL will be informed immediately and the steps laid out in this guidance and guidance for the sharing of naked images and or When to call the police- guidance for school and colleges may be applied.

e.i Online Harms

Meadowbank Primary School recognises that technology plays a significant role in many safeguarding and wellbeing concerns. Children and young people may be at risk of online abuse from individuals they know—including peers—as well as from strangers. In many cases, this abuse occurs concurrently online and in their daily lives. Staff are reminded to remain vigilant to these risks and to consider how online harm may manifest alongside offline behaviours.

To support learners in navigating the digital world safely, Meadowbank Primary School has developed a curriculum that raises awareness of online risks and promotes critical thinking. In line with Keeping Children Safe in Education (KCSIE) 2025, we are committed to equipping children and young people with the knowledge and skills to identify and understand

disinformation, misinformation, and conspiracy theories.

KCSIE 2025 also highlights the emerging safeguarding risks associated with artificial intelligence (AI), including deepfakes, AI-generated harmful content, and the potential misuse of generative AI tools. It states that schools are expected to ensure that any use of AI by staff or pupils is safe, supervised, and aligned with safeguarding policies. This includes implementing appropriate filtering and monitoring systems, educating learners about the responsible use of AI, and maintaining human oversight in all safeguarding decisions. Meadowbank Primary School recognises that AI technologies are becoming increasingly present in education and everyday life. As the school begin to explore the use of AI tools to support teaching, learning and administration, there is a commitment to ensuring that their use upholds the highest standards of safeguarding, privacy, and wellbeing for pupils and staff. At this stage the school will take a cautious and transparent approach. Any use of AI tools that have been deemed appropriate for use in school by the filtering processes, will be carefully reviewed for suitability, data protection and alignment with safeguarding responsibilities. No personal information about staff or pupils will be shared with AI systems without prior consent and appropriate data protection measures. Meadowbank Primary School will continue to develop understanding and policies around AI as technology and guidance evolve. Staff will receive appropriate training, and parents and carers will be informed about any significant changes to how AI is used in school.

Through the curriculum and the implementation of robust safeguarding policies, Meadowbank Primary School actively works to mitigate these risks. Whilst also promoting a culture of professional curiosity, encouraging staff to engage with and understand the online experiences of the children and young people.

More information about online harms and digital safety can be found in the following school policies-

- Online & e-safety policy
- Social media and use of images policy
- Computing policy

e.2 Cybercrime and cyberbullying

Meadowbank Primary School understands that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this policy, the behaviour policy (Positive relationships and early help approach and the anti-bullying policy.

See also- <https://www.gmp.police.uk/advice/advice-and-information/fa/fraud/online-fraud/cyber-crime-fraud/>

Cyber bullying is defined and covered in the school's anti-bullying policy

e.4 Online & Gaming Safety

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of the school's approach to online safety pupils and their families are supported in understanding the potential risks of online activity and how best to avoid them.

Parents and carers are supported in the following:

- Understanding the appropriateness of games and apps
- location and access to information and resources for adults and pupils
- teaching e-safety in the curriculum
- offering parental information and advice sessions
- raising awareness of online grooming
- teaching our children how to report abuse or concerns.
- The use of external agency support such as the CEOP report abuse located on the school website

Further parental advice is available here- https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/

f. Filtering and Monitoring

In school, suitable filtering and monitoring systems are in place, as described in Keeping children Safe and the Prevent Duty. Staff are aware of our systems and their individual responsibilities and roles.

The DSL has responsibility for ensuring filtering and monitoring systems and standards are efficient and effective. The DSL ensures they are in line with those set out in KCSIE 2025 and [meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges](#) .

Meadowbank Primary School uses Securly to provide effective filtering and monitoring in order to help keep pupils safe when using digital technology. Securly blocks access to inappropriate, harmful or illegal online content, in line with school's safeguarding responsibilities and the DFE statutory guidance. The system monitors online behaviour and searches, alerting the DSLs and other senior leaders to any potential risks or concerns such as bullying, self-harm or exposure to unsuitable material. Working with the school IT support provider, regular reviews of Securly's effectiveness are carried out to ensure the system continues to meet safeguarding standards, while maintaining a balanced approach that supports safe and responsible digital learning.

g. Use of IT and Mobile Devices in School – pupils and staff

At Meadowbank Primary School it is recognised that phones, including smart phones, are an important part of everyday life for our pupils, parents and staff, as well as our wider school community.

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to use their mobile devices while children are present/during contact time. Staff must ensure that phones are locked away during contact times must ensure their phone

is switched off (not silent/ vibrate only).

Use of personal mobile phones is restricted to non-contact time, and to areas of the school where pupils are not present such as the staff room and offices.

In circumstances where immediate contact is needed, then staff should let family/ their child's school know to call the school main office on 0161 428 6286 as personal phones will be switched off during lessons.

Smart Watches

School understands that technology advances and many staff members now have smart watches that receive emails and text messages. Staff must not respond to alerts during working time and remain in their professional role.

Data protection

See the schools' policies on Data Protection

- Staff must not use their personal mobile phones to process personal data, or any other confidential school information.
- Staff can use school iPads/ cameras to take pictures – not personal devices
- Staff can access website programmes that access data on external servers such as Dojo and CPOMS though should never download content onto their personal devices.
- Staff must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions. Staff must also secure any work phone provided to them. Failure by staff to do so could result in data breaches

Safeguarding

See the schools' policies on Safeguarding

See the schools' policies on IT

- Staff must not give their personal contact details to parents or pupils, including connecting through social media and messaging apps.
- Staff must not contact children on the child's personal devices, only ever contacting them through their parent/carer should this be required/necessary to do so
- Staff must avoid publicising their contact details on any social media platform or website, to avoid unwanted contact by parents or pupils.
- Staff must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil.
- If it's necessary to take photos or recordings as part of a lesson/school trip/activity, this must be done using school equipment.
- Schools' use of classroom apps or programmes that require staff to log in, can be accessed via staff's personal devices outside the classroom/ contact with children eg. Class dojo. Information/ images/data cannot be downloaded to a personal device.

Using personal mobile phones for work purposes.

See the school's policies on educational visits.

See the schools' policies on supervising residential visits

School has an educational visits phone which should be taken on all out of school experiences. However, in some circumstances, it may be appropriate for staff to use personal mobile phones for work. Such circumstances may include, but aren't limited to:

- Emergency evacuations
- Supervising off-site trips
- Adults teaching remotely from home

In these circumstances, staff will:

- Use their mobile phones in an appropriate and professional manner, in line with our staff code of conduct
- Not use their phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil
- Refrain from using their phones to contact parents. If necessary, contact must be made via the school office
- If teaching from home (e.g. during a school closure) and contacting parents is not appropriate via Dojo and personal mobile calls are necessary (e.g. welfare checks on pupils) staff must restrict their number and make a written record of the call on CPOMS.
- If teaching from home (e.g. during a school closure where remote teaching is taking place) and there is no alternative to using a personal mobile to contact a parent, staff must remove caller ID.

Work phones

Some members of staff are provided with a mobile phone by the school for work purposes e.g. Facilities and Premises Manager.

Only authorised staff are permitted to use school phones, and access to the phone must not be provided to anyone without authorisation.

Staff must:

- Only use phone functions for work purposes, including making/receiving calls, sending/receiving emails or other communications, or using the internet
- Ensure that communication or conduct linked to the device is appropriate and professional at all times, in line with our staff code of conduct.
- Work phones should not be used in the vicinity of children.

Use of mobile phones by pupils

Year 6 pupils are allowed to bring a mobile to school, though must hand it in upon arrival and will be stored in the school office.

We ask parents not to send children into school with personal phones/ tablets/watches or other devices that are internet enabled and have cameras.

This includes:

- Pupils travelling to school by themselves
- Pupils travelling by car by their parents/carers (preferably left with their parent when reaching school)

Pupils must secure their phones as much as possible, including using passwords or pin codes to protect access to the phone's functions.

Pupils are not allowed to take phones / tablets with them on Educational Visits including overnight stays such as school's Year Six residential.

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, Meadowbank Primary School will:

- Obtain parents' and carers' consent for photographs to be taken and used for or published (for example, on our website or displays).
- Ensure the school designated equipment (usually Ipad) is only used in the school or within school approved activities such as educational visits 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 or devices containing cameras such as phones and ipads are not used to take photographs, video, or audio recordings in school.
- Ensure that all images are stored securely, and password protected. Where images are stored, the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used, school 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.

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.

The school is aware that some children may wear or carry personal tracking devices, such as smart watches or GPS trackers, for safety and reassurance. Whilst parent wishes to keep children safe are understood, school's priority is to protect the privacy of all pupils and maintain a secure learning environment. For this reason any device that includes location tracking, audio recording or communication functions should not be used during the school day or extended school day during visits or residential.

The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING)

In the latest advice for school/colleges and colleges (UKCIS, 2020, updated 2025), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'pics' or similar.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

Where staff members or others working in our setting become aware of the sharing of any

such imagery the following steps should be taken.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Further advice can be found here:

[sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-nd-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](#)

h. Safer Recruitment & safer working practice

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2025, Disqualification under the Childcare Act 2006 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). They ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

This is achieved by:

Operating safer recruitment practices, including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, carrying out online checks, checking previous employment history and ensuring the person has the right to work in the UK. Recruitment practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. School also complete online checks as set out in KCSiE. A single central record is maintained to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT (Usually a DSL) and safeguarding governor.

- All members of staff are required to work within clear guidelines on safer working practice as outlined in the Trust code of conduct.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the Safeguarding and child protection policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct

and Acceptable Use Policy (AUP). Records of this compliance will be maintained by the Headteacher.

- Staff will be made aware of the school positive relationships (behaviour management) and physical intervention policies. Staff will build relationships and manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct and code of conduct for IT, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and school ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media, and on-line conduct. Other professionals and visitors to our school are made aware of the requirement and expectations school have in respect of safeguarding our children including the use of mobile and camera enabled devices.

Meadowbank's commitment to safer recruitment continues post appointment, ensuring that:

- Any disciplinary proceedings against staff related to safeguarding and child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2025" and SSCP, LADO and HR Policy, procedures, and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct and Safer Working Practice Guidance.
- Adequate risk assessments are in place including extended school, wrap around provision (breakfast and after school clubs), volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required.
- Any organisations hiring the building are also subject to these expectations and processes.

NB Whilst the placing Teaching Agency is responsible for the investigation, as the referring school, Meadowbank will be expected to assist with this process

More detailed information can be found by visiting [Greater Manchester Safeguarding Procedures-allegations management](#)

h.i Concerns that do not meet the 'harm threshold' (low level concerns)

In some cases, school may still need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with the staff code of conduct– this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

Meadowbank Primary School strive to build an open and transparent culture in which concerns about any adults working in or on behalf of the school are dealt with promptly and appropriately; this enables the identification of inappropriate, problematic, or concerning behaviour early, minimises the risk of abuse and ensures that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with the school's ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with the staff code of conduct to the Headteacher.

Where low-level concerns are reported to the school, the headteacher will be informed and is the ultimate decision maker in respect of the response to all low-level concerns.

- The Headteacher will share concerns and liaise with the LADO
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with the LADO or the Strategic Lead for Safeguarding in Education (SLSE).

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO or the SLSE and following our disciplinary procedures.

i. Attendance of Pupils

See the school Attendance Policy

Ensuring children attend education regularly is a key aspect of safeguarding. Absence from education—particularly when prolonged, repeated or unexplained—can be an important indicator of safeguarding issues, including neglect, child sexual exploitation, child criminal exploitation (such as county lines), and other forms of abuse. In line with Keeping Children Safe in Education (KCSIE) 2025, Meadowbank Primary School has robust systems to monitor and address attendance concerns, and these are detailed further in our Attendance Policy.

Roles, Responsibilities, and Monitoring

All staff are trained to recognise the links between poor attendance and safeguarding. The Designated Safeguarding Lead (DSL) has overall responsibility for ensuring attendance is closely monitored, patterns are identified, and concerns are acted upon without delay. Where concerns arise, these are discussed with parents/carers and, where appropriate, shared with relevant safeguarding partners such as the local authority, early help, or children's social care.

Persistent and Severe Absence

- Persistent Absence: Defined as a pupil missing 10% or more of possible sessions.
- Severe Absence: Defined as a pupil missing 50% or more of possible sessions.

When persistent or severe absence is identified, staff will seek to understand the underlying causes and work collaboratively with families and other agencies to support the pupil's return to regular education.

Educational Neglect

Educational neglect is the failure of a parent or carer to ensure their child's access to appropriate education. Staff must consider whether patterns of absence may constitute educational neglect. Where there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm due to educational neglect, a referral will be made to children's social care in line with statutory requirements.

Children Missing Education (CME)

Section 175 of the Education Act 2002 places a duty on schools and colleges to investigate unexplained or prolonged absences. In accordance with statutory guidance on Children Missing Education and KCSIE 2025, we have clear processes in place to manage these situations, ensuring all relevant checks are completed and referrals made where necessary. Staff understand that children missing from education, especially repeatedly, may be vulnerable to safeguarding risks.

If the destination of a child who leaves our setting is unknown, we will follow all statutory and local procedures, including notifying the local authority and referring the child as missing education.

Elective Home Education (EHE)

If a parent or carer expresses their intention to educate their child at home, the school will respond in line with the Elective Home Education statutory and local Stockport guidance. They will work collaboratively with parents/carers and all relevant professionals to ensure that decisions are made in the best interests of the child, considering safeguarding at every stage. For more detailed information, please refer to the school's Attendance Policy and Children

Missing Education procedures.

j. Alternative Provision and Any Other Educational Approved Activity

When a pupil is placed with an Alternative Provision (AP) provider, the school retains overall responsibility for the pupil's safety and wellbeing. In line with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE) 2025, the following measures are taken:

- **Safeguarding Checks:** Written confirmation from the AP provider that all required safeguarding checks, including enhanced DBS checks, have been completed for all adults working with pupils.
- **Risk Notification:** Ensure the AP provider notifies the school of any arrangements or circumstances that may pose a safeguarding risk to the pupil.
- **Attendance and Location Monitoring:** Maintain accurate and up-to-date records of the pupil's attendance and location during school hours.
- **Regular Review:** Conduct formal reviews of the AP placement at least once every half term (or more frequently if necessary) to assess the quality of provision and the pupil's safety and progress.
- **Responsive Action:** Where safeguarding concerns arise, the placement will be reviewed immediately and, if necessary, suspended or terminated to ensure the pupil's safety.

These expectations form part of the school's wider safeguarding framework and reflect our commitment to ensuring that all pupils, regardless of setting, are protected from harm.

k. Prevent

All schools and colleges have a statutory duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent radicalisation and terrorism—known as the Prevent duty. All staff at Meadowbank Primary School, Designated Safeguarding Lead (DSL), Deputies, and senior leaders have completed Prevent training, including materials covering the latest guidance for education and childcare settings. Staff are aware of the risks of radicalisation and their responsibilities in identifying and supporting children at risk.

Staff are aware some children may be targeted for recruitment or exploitation by extremist groups. Consequently, any concern about radicalisation or extremism is treated as a safeguarding matter, referring promptly to the DSL and, where appropriate, external agencies like Channel or Children's Social Care.

Approaches to prevention and risk reduction includes:

- Delivering a balanced curriculum that builds resilience to extremist narratives through spiritual, moral, social, and cultural (SMSC) and personal, social, health, and economic (PSHE) education
- Ensuring all staff, including those with SEND responsibilities, complete relevant Prevent and safeguarding training
 - Applying clear policies on inclusion, anti-bullying, and assemblies to create an environment where all students are supported and protected from marginalisation

- Carefully monitoring community use of our facilities through a robust lettings policy, ensuring no conflict with pupils' safety or staff wellbeing
- Maintaining close collaboration with local safeguarding partners, police, and other agencies for effective multi-agency responses to concerns

The school regularly review safeguarding practices to stay aligned with statutory duties and best practice, with the priority of providing a safe, inclusive environment free from extremism and radicalisation.

The school follow local guidance- [Safeguarding Children and Young People Vulnerable to extremism...](#)

I. Mental Health and Wellbeing

KCSIE 2025 emphasises the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. The Meadowbank Wellbeing Approach document and SEND policy provide further information.

All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff are concerned about a child's mental health, they understand they must treat it as a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Part 2: Responding to concerns

Meadowbank Primary School follow Greater Manchester Safeguarding Procedures in detail and adhere to any local guidance and policies from SSCP as required.

2.a Reporting Concerns

How to raise concerns – pupils

Pupils are encouraged to speak to trusted adults in school and share their thoughts, feelings and worries. Children are supported to speak to a trusted adult in school, including class teachers, teaching assistants or DSLs, if they ever feel unsafe or worried about themselves or someone else. There are worry boxes outside every class and leader's offices as a way for pupils to share concerns confidentially.

Children are taught to develop confidence in listening to one another and understanding when it is important to report concerns about others.

How to raise concerns about a child-staff, visitors, and others

See appendix 1 and 2 for details of the DSLs and the process to follow if there are concerns about a child.

How to raise concerns about an adult, contractor or volunteer who works in the school

See appendix 4 for how to contact the LADO

See section 2.e allegations against staff

If there are concerns about a colleague, or any other adult in the setting then these should be shared with the Headteacher, the Deputy or Assistant Head in their absence.

If there are concerns about the Headteacher, then these should be shared with the Chair of Governors.

The School's Whistleblowing/Confidential Reporting policy is also a source of information for raising concerns about a member of staff.

If a staff member feels unable to raise an issue within our setting, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [advice on whistleblowing](#)
- the NSPCC's [what you can do to report abuse](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have anxiety about doing so- 0800 028 0285.

Where complaints are made about a member of staff from parents, the Headteacher will make the decision whether to follow up using the safeguarding guidance or complaints policy. There may be occasions where following the complaints policy leads to an investigation about an allegation against a member of staff.

How to raise concerns- information for parents and visitors

Parents and carers play a vital role in safeguarding and are encouraged to share any concerns they may have about a child's safety or wellbeing. Information about the school's Designated Safeguarding Leads (DSLs) is clearly displayed in the school entrance and on the school website, along with the full Safeguarding Policy, which outlines how concerns can be reported. Parents can speak directly to a DSL, contact the school office, or raise a concern in writing. All visitors to the school are provided with clear safeguarding guidance and reporting procedures when they sign in, ensuring that everyone understands how to act promptly and appropriately to protect children.

Dealing with disclosures

See appendix 2 – what to do if you are concerned a child is being abused flow chart

See section 5.3 Roles and responsibilities of members of staff

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.

Where staff have conversations with a child who chooses to tell them something of concern they follow the basic principles:

- Listen and remain calm.
- Never ask a child if they are being abused.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words.)
- Advise you will have to pass the information on.
- Never take photographs of any injury.
- Never record a child.
- Never undress a child to physically examine them.
- Allow time and provide a quiet space for support.
- At no time promise confidentiality to a child or adult.
- Make a written record of discussions, decisions, and referrals on CPOMS, alerting a DSL or where this is not possible, using a paper note of concern handed to a DSL in an envelope.

Reporting concerns if a DSL is unavailable

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.

2.b Record Keeping

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system and passed without delay to the DSL. Concerns will be recorded using CPOMS and DSLs alerted. If this is not possible, paper notes of concern can be used and handed to a DSL or placed in their office in a sealed envelope marked confidential (these will be scanned and stored in CPOMS as soon as possible). Records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes. DSLs will update CPOMS records with actions.

Paper 'notes of concern' forms are kept on the noticeboard in the staffroom, on the shared area and as an appendix to this document (appendix 5)

Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinator (SENDSCO), will be made aware of relevant information as required.

Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent.

The school/college ensures that safeguarding information, including Child Protection information, is stored, and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- Used fairly and lawfully.
- Used for limited, specifically stated purposes.
- Used in a way that is adequate, relevant, and not excessive.
- Accurate.
- Kept for no longer than necessary.
- Handled according to people's data protection rights.
- Kept safe and secure.

There is always a DSL on hand to support and guide staff. They have the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

In the case of child protection referral, the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

2.c Use of data – responding to patterns and themes

The school is committed to identifying and responding promptly to any emerging patterns or themes in safeguarding concerns. This includes monitoring repeated issues, trends in behaviour, or recurring types of incident that may indicate wider risks to pupils' safety or wellbeing. The DSL will regularly review safeguarding records and reports to identify such patterns, working closely with staff and external agencies where necessary. Findings will inform staff training, curriculum planning and policy development to ensure early intervention and effective support for pupils. This learning will be used to strengthen safeguarding culture.

2.d Confidentiality and information sharing

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

They will 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 2025) where appropriate.

The DSL or deputy will ensure that relevant staff complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

The DSL or deputy will 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

2.di Sharing information with parents.

The DSL or deputy will aim to discuss any concerns the school may have with the child's parents. They will be informed that school are worried about their child. However, concerns will not be discussed if school believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If a decision is made not to discuss your concerns with the child's parents or carers, this will be recorded in the child's Safeguarding file on CPOMs with a full explanation for the decision.

School place importance on recording and considering 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 ensuring that actions remain child-centred and their own words when possible.

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

School do not need the parents' consent to make a referral if they 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 school decide to continue, they should inform the staff at the MASSH at the time of the referral.

If a referral is made without the parents' consent, a full explanation of your decision must be recorded.

2.e Allegations against staff

As part of Meadowbank Primary School's approach to safeguarding, the school has created and embedded a culture of openness, trust, and transparency in which the values and expected behavior set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

In an ongoing commitment to safeguarding the school works to ensure a culture where everyone has a voice is created. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

If there are concerns about a colleague, or any other adult in the setting then these should be shared with the Headteacher, the Deputy or Assistant Head in their absence.

If there are concerns about the Headteacher, then these should be shared with the Chair of Governors.

The School's Whistleblowing/Confidential Reporting policy is also a source of information for raising concerns about a member of staff.

If a staff member feels unable to raise an issue within our setting, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: [advice on whistleblowing](#)
- the NSPCC's [what you can do to report abuse](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have anxiety about doing so- 0800 028 0285.

Where complaints are made about a member of staff from parents, the Headteacher will make the decision whether to follow up using the safeguarding guidance or complaints policy. There may be occasions where following the complaints policy leads to an investigation about an allegation against a member of staff.

Where school has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the LADO and the Senior Advisor for Safeguarding in Education are aware

2.f Child on child abuse

For the purposes of this policy, **"Child-on-Child Abuse"** is defined as abuse between children. All staff will be aware that Child-on-Child abuse can occur between children of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the

indicators of Child-on-Child abuse, how to identify it, and how to respond to reports. All staff will recognise that even if no cases have been reported, this is not an indicator that Child-on-Child abuse is not occurring. All staff will speak to the DSL if they have any concerns about Child-on-Child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child-on-Child abuse can be manifested in many different ways, including:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse;
- physical abuse – such as shaking, hitting, biting, kicking or hair pulling, this may include an online element that facilitates, threatens and/or encourages physical abuse;
- sexual violence – this may include an online element that facilitates, threatens and/or encourages sexual violence;
- sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content;
- upskirting;
- initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding Child-on-Child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe.

Most cases of children hurting other children will be dealt with under the school's behaviour policy, but this safeguarding policy and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence;
- could put children in the school at risk;
- is violent;
- involves children being forced to use drugs or alcohol;

- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

2.f.i Creating a supportive environment in school and minimising the risk of Child-on-Child abuse

The school recognises the importance of taking proactive action to minimise the risk of Child-on-Child abuse, and of creating a supportive environment where victims feel confident in reporting incidents, achieved by:

- challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys;
- ensuring the curriculum helps to educate children about appropriate behaviour and consent;
- ensuring children are able to easily and confidently report abuse using the reporting systems;
- staff reassurance that all victims that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report;
- ensuring that abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. The Trust recognises that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation;
- ensuring staff are trained to understand:
 - how to recognise the indicators and signs of Child-on-Child abuse, and know how to identify it and respond to reports;
 - that even if there are no reports of Child-on-Child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”;
 - that if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - children can show signs or act in ways they hope adults will notice and react to;
 - a friend may make a report;
 - a member of staff may overhear a conversation;
 - a child's behaviour might indicate that something is wrong;
 - that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation;
 - that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy;
 - the important role they have to play in preventing Child-on-Child abuse and responding where they believe a child may be at risk from it;
 - that they should speak to the DSL if they have any concerns.

2.g Early Help & Multi agency working

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 an ongoing culture of vigilance and development DSLs share learning and responses from any other relevant issues to ensure the safest environment for pupils and staff.

All staff are able to access [Stockport's-multi-agency-response-to-need-guidance-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.

The school ensures appropriate referrals are made in a timely manner, seeking to work in a transparent way with families and where appropriate will share concerns directly with parents and indicate possible routes of support.

Meadowbank Primary School actively support multi-agency approaches when supporting children and families. This is based on an awareness that early help and intervention can prevent future escalation of any presenting issues. The school 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.

Meadowbank Primary School has staff that are trained, or can signpost to other professionals in order to 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
- 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 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.

Meadowbank Primary School 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.

Meadowbank Primary school operates a *Team around the school model* (TAS). A DSL, the SENDCO and any other relevant members of staff attend the termly meeting. They are joined by the school nursing team, social care, the inclusion team, family support team and any other relevant professionals to work collaboratively in promoting the safety, wellbeing and development of all pupils. Through these meetings, with parent permission, the school shares information appropriately and confidentially with the partner agencies to identify emerging needs early and coordinate effective support for children and families. This joined up approach ensures that pupils receive timely help and that staff are supported in addressing concerns within a strong multi-agency framework.

Appendix 1 – Safeguarding Poster



Meadowbank Primary School

*Flourish & Inspire
Lifelong Learners, Leaders of Change, Lasting Legacy*



The staff and volunteers in our school are committed to safeguarding all our children

We work 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:

Mrs Janine Appleton



Our Deputy/Operational Designated Safeguarding Lead is:

Mrs Katherine Jenkins



If you have any concerns about the welfare of any of our children, you can report them to the above named persons.

Staff and volunteers must record their concerns on a note of concern form and include a physical injury/body map where appropriate

These should be passed confidentially to the Designated/Operational Safeguarding Leads immediately.

Further Advice and guidance can also be sought from
The Safeguarding Unit 0161 474 5657

Appendix 2 - What to do if you are concerned that a child/young person is being abused (flowchart for Education)

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

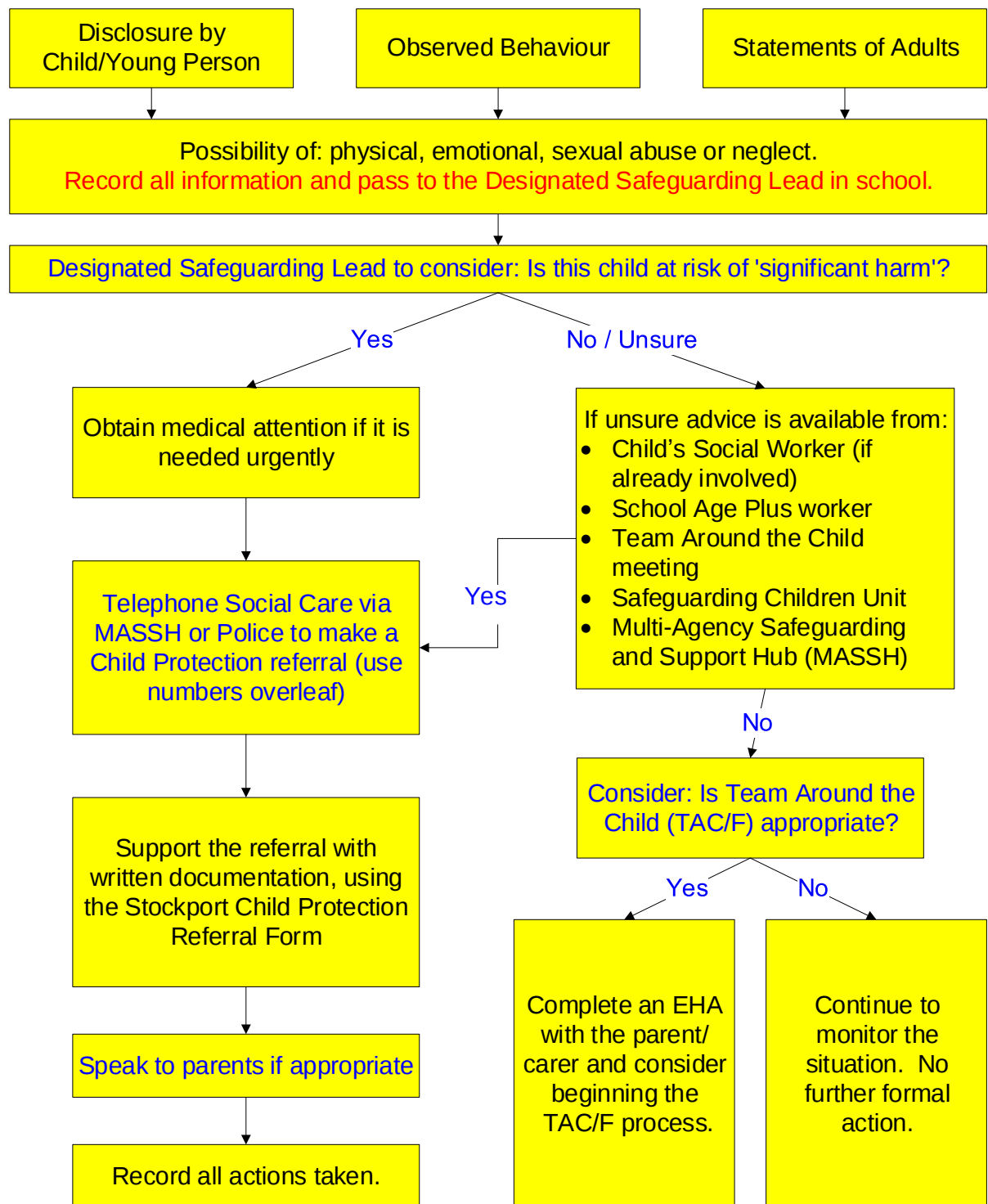
Children's Services- child protection referral

- 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 Social Worker
- School Family coordinator/ Intervention worker
- Team Around the School 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)

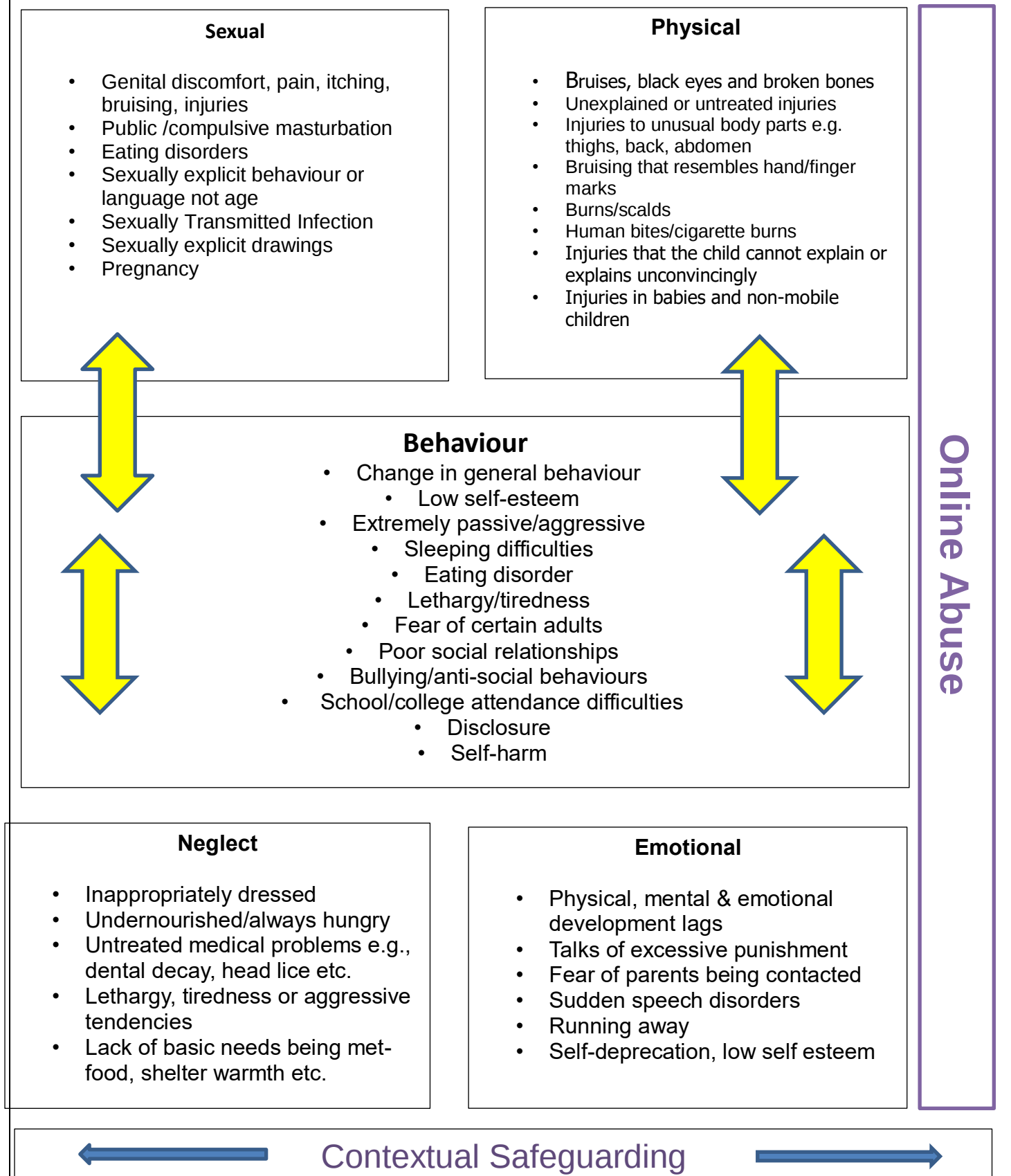


REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

Appendix 3 - Possible indicators of abuse

Possible indicators of abuse

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



Appendix 4 – Contacting the Designated Officer (DO) -also known as the Local authority Designated Officer (LADO) 26/09/2018

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](#)

Appendix 5 Note of concern

Meadowbank Primary School Safeguarding Children: Note of Concern



Name of child	Class/group	Date:
Issue: Please record the details of the incident/issue you are concerned about. Include verbatim comments where possible. Please keep the account very factual. If you are reporting a potential incident of physical abuse remember to include a 'record of marks observed on a child'.		
Signed: (Please continue on the back if necessary)		
How did you become aware of the issue? please circle observation disclosure		
Reported to:	Date and time report completed:	
Outcome: Please include the outcome of discussions with parents/carers where this is appropriate		
Further action; please circle below		
Continue to monitor complete CAF convene TAC refer to social care / police		
Signed:	Date:	

Skin Map – used by **non-medical staff** to assist you in reporting your concerns. **THIS IS NOT A MEDICAL ASSESSMENT.**

Name of Child:

Date marks noticed:

Recorded by:

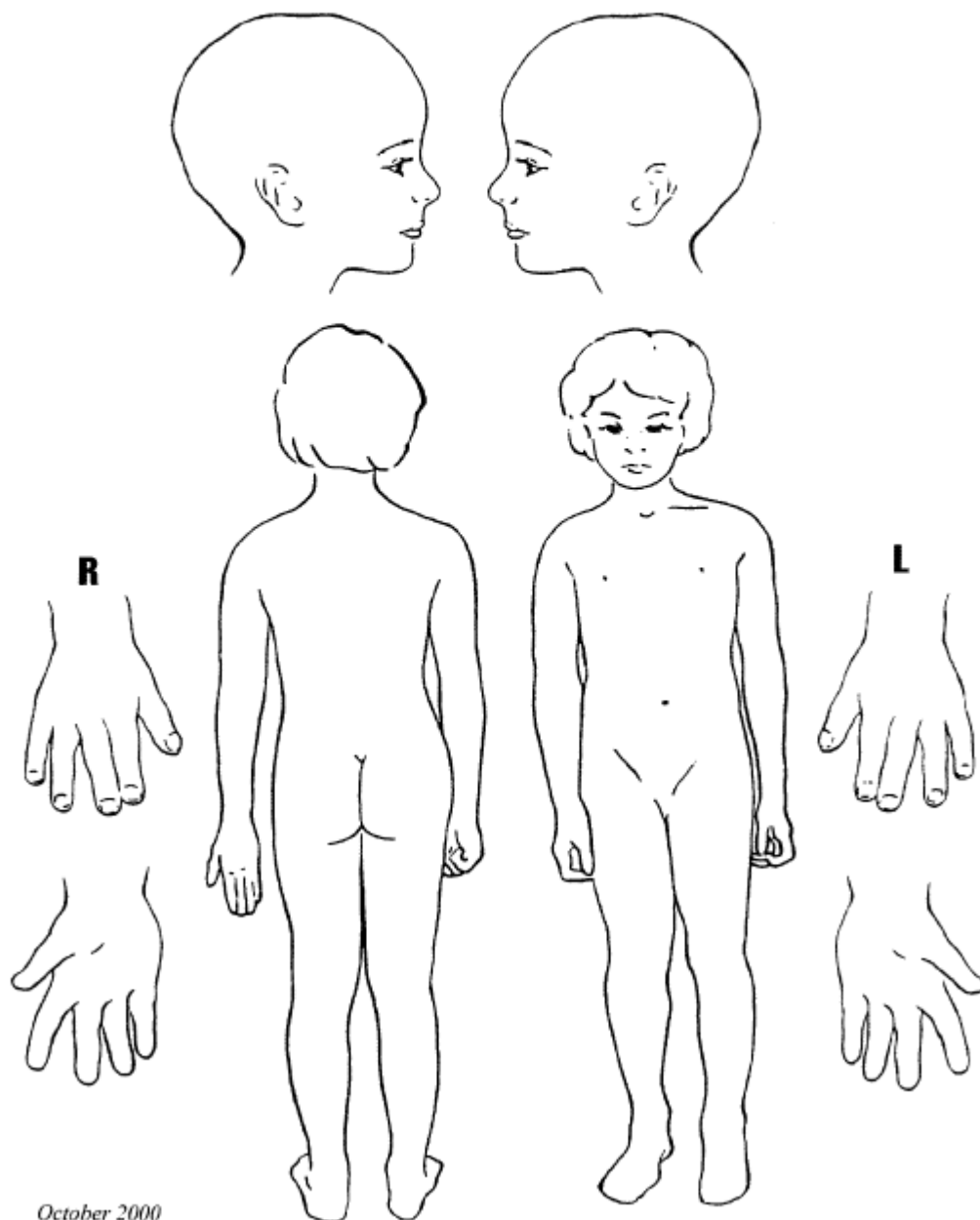
Role:

Report passed to:

(Please record the size, shape, location and colour of the mark if you have seen something). **Do not** ask a child to show you a mark.

Signed:

Date:



October 2000

Appendix 6 Acronyms used in this policy

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CME	child missing education	Children missing education are children of compulsory school age who are not registered children at a school and are not receiving suitable education otherwise than at a school.
CPP	Child Protection Plan	A child protection plan is a plan drawn up by the local authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need.
CSC	Children's Social Care.	Multi-agency support hub for targeted support for children under 16 years.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHCP	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for children who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the child.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
EHE	Elective Home Education	Elective Home Education (EHE) is when a parent chooses not to send their child to school full-time but assumes responsibility for making sure their child receives a full-time education other than at school.

UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked After Children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LADO	(Local Authority) Designated Officer	The Local Authority Designated Officer (LADO) works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.
MASSH	Multi agency Safeguarding and Support Hub	The branch of the local authority that deals with children's social care.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which children learn about themselves, other people, rights, responsibilities and relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
SSCP	Stockport Safeguarding Children Partnership	Sets out how agencies in Stockport will work together in the safeguarding of children and young people in the borough
TAF	Team Around Family	The purpose of the Team Around the Family meeting (TAF) is to share information and to create a solution focussed plan that will support the needs of the child and their family.
TAS	Team Around School	Programme that describes some of the services that work together with schools to offer support to school colleagues and the children (and their families)
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Appendix 7 Useful Links

Local Guidance & information

[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>

Safeguarding children in Stockport <https://www.stockport.gov.uk/topic/stockport-safeguarding-children-partnership-sscp>

[Greater Manchester Resilience Hub](#)

NSPCC 'Report Abuse in Education' Helpline

0800 136 663 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.childrensociety.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

- 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/>

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 Phoneline: <https://respectphoneline.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.