MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

Safeguarding & Child Protection Policy

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1. Key Contacts

1.1 School Safeguarding Contacts

Manley Park Primary School		
The Headteacher who has the ultimate responsibility for safeguarding is Sarah-Jane Henderson.		
KEY SCHOOL STAFF & ROLES Include Designated Safeguarding Lead (DSL)/Pastoral Team/EH Co-ordinator as applicable		
Name	Role	Location and/or Contact Phone Number
Rushna Avari	Senior Deputy Headteacher/ Designated Safeguarding Lead	0161 881 3808 Contact email: communication@manleypark.com r.avari@manleypark.com safeguarding@manleypark.com
Susie McCauley	Therapeutic Lead/Deputy Designated Safeguarding Lead	0161 881 3808 Contact email: communication@manleypark.com
Robert Jones	Deputy Headteacher/SENDCO Deputy Designated Safeguarding Lead	0161 881 3808 Contact email: communication@manleypark.com
Kerry Tevlin	Administrator Deputy Designated Safeguarding Lead	0161 881 3808 Contact email: communication@manleypark.com
Oana Dragan	Therapeutic Interventions	0161 881 3808 Contact email: communication@manleypark.com
Jessica Cheetham	Teacher PSHE Lead Healthy Schools	0161 881 3808 Contact email: communication@manleypark.com
Joan Hammond	SENDCo Support	0161 881 3808 Contact email: communication@manleypark.com
Marcia Murphy	SENDCo Support	0161 881 3808 Contact email: communication@manleypark.com

NAMED GOVERNORS for Safeguarding & Prevent	Contact Phone Number/Email
Sean Bleasdale	0161 881 3808 Contact email: communication@manleypark.com

This policy will be reviewed annually unless an incident, or new legislation or guidance, suggests the need for an interim review.

The effectiveness of our safeguarding arrangements are monitored by SLT and the Governing Body through Keeping Children Safe in Education 2026. All staff, volunteers and student teachers have read Part 1 and receive annual training in addition to weekly questions and monthly updates.

1.2 Manchester Safeguarding Contacts

Service	Contact
Social Care Advice and Guidance Service (AGS)	0161 234 5001
Early Help North	earlyhelpnorth@manchester.gov.uk 0161 234 1973
Early Help Central	earlyhelpcentral@manchester.gov.uk 0161 234 1975
Early Help South	earlyhelpsouth@manchester.gov.uk 0161 234 1977
Complex Safeguarding Hub	0161 226 4196
Manchester LADO	LADO@manchester.gov.uk 0161 234 1214
Safeguarding in Education Team	Safeguardingedu@manchester.gov.uk
Manchester Virtual School	Virtualschool.education@manchester.gov.uk 0161 234 4160
School Attendance Team	Schoolattendance@manchester.gov.uk 0161 219 6986

2. Introduction and School Commitment

2.1 Policy Aims

- safeguard and promote the welfare of all children;
- ensure concerns about children are identified, reported and responded to promptly;
- create a culture in which safeguarding is everyone's responsibility;
- ensure children know how to seek help and are listened to when they do;
- protect children from harm both online and offline;
- support effective partnership working to improve outcomes for children; and
- ensure safeguarding practice is child-centred, inclusive and responsive to the needs of all children.

2.2 Our Commitment

At Manley Park Primary School, we are committed to safeguarding and promoting the welfare of all children and expect everyone who works with children to share this commitment. We recognise that safeguarding is everyone's responsibility and that all children have the right to grow up in a safe, secure and nurturing environment. We are committed to creating a culture where children are listened to, taken seriously and supported to achieve their full potential.

We believe that effective safeguarding is fundamental to educational success and school improvement, and that all decisions should be made in the best interests of the child. We recognise that safeguarding extends beyond child protection and includes providing early help, preventing harm, promoting wellbeing, and protecting children from abuse, neglect, exploitation and other safeguarding risks both online and offline.

3. Legislative Framework

This policy has been developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education 2026 Statutory guidance that sets out the legal duties and responsibilities of schools and colleges to safeguard and promote the welfare of children.
- Working Together to Safeguard Children 2026 Statutory guidance that sets out how schools, local authorities, health services, police and other agencies must work together to help, protect and promote the welfare of children.
- Children Act 1989 and 2004 The key legislation underpinning child welfare and protection in England, establishing the duties of agencies to safeguard children and promote their welfare.
- Education Act 2002 Places a duty on schools and governing bodies to make arrangements to safeguard and promote the welfare of pupils.
- Equality Act 2010 Protects individuals from discrimination and requires schools to promote equality, foster good relations and eliminate unlawful discrimination.
- Human Rights Act 1998 Incorporates the rights and freedoms set out in the European Convention on Human Rights into UK law and requires public bodies, including schools, to act compatibly with those rights.
- Prevent Duty Guidance 2023 Requires schools to have due regard to the need to prevent children and young people from being drawn into terrorism and to provide appropriate safeguarding responses to concerns about radicalisation.
- Statutory Guidance on Female Genital Mutilation (FGM) Provides schools and professionals with guidance on identifying, responding to and reporting concerns relating to female genital mutilation to safeguard girls at risk.
- EYFS Statutory Framework Sets the standards for learning, development and care for children from birth to five including outlining safeguarding and welfare requirements.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 Sets out the childcare disqualification arrangements that apply to relevant staff working in early years and childcare settings.
- Manchester Safeguarding Partnership Multi-Agency Policy and Procedures Provides the local safeguarding framework, procedures and expectations for agencies working with children and families in Manchester.

4. Safeguarding Principles

4.1 Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding also includes protecting children from abuse, neglect, exploitation and other forms of harm, whether these occur within the home, the community or online. Safeguarding is everyone's responsibility and requires all staff to always maintain a child-centred approach.

4.2 Definition of Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. It includes the processes and actions taken by schools and partner agencies to identify concerns, assess risk and take appropriate action to keep children safe from abuse and neglect.

4.3 Safeguarding Values

In line with Manchester Safeguarding Partnership arrangements, we believe that:

- safeguarding is everyone's responsibility;
- children's welfare is paramount;
- the best interests of the child must be at the centre of all decisions;
- all children should be listened to and supported to express their views;
- children have the right to be safe from abuse, neglect, exploitation and discrimination;
- effective safeguarding depends upon strong relationships, collaboration and information sharing;
- the importance of information sharing internally and with other schools, colleges, safeguarding partners, other agencies, organisations and practitioners is critical to strong safeguarding practice;
- early identification and intervention can prevent concerns from escalating; and
- learning, reflection and continuous improvement are essential to effective safeguarding practice.

4.4 Our Safeguarding Approach

We are committed to working collaboratively with Manchester City Council, Manchester Safeguarding Partnership and other safeguarding partners to identify, understand and respond to local safeguarding needs, emerging risks and contextual safeguarding concerns, ensuring that our practice reflects local priorities and contributes to improving outcomes for children and young people across Manchester.

Summary of Safeguarding Procedures

Our procedure if there is a concern about child welfare or safeguarding is: -

- All staff working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, Rushna Avari, who is a member of the school's leadership team.
- The Designated Safeguarding lead has the appropriate authority within the school to carry out the duties of the post.
- In the Designated Safeguarding leads absence, the Deputy Designated Safeguarding Leads will be the first point of contact.
- When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they are responsible for deciding whether or not this should be reported to other agencies as a safeguarding issue, or whether a single agency response would be more appropriate.
- Arrangements are in place to ensure that at least one person who is a trained designated safeguarding lead is available when children are taking part in school led activity, this includes before and after school clubs and other extra-curricular activities, both during and out of term time.
- If a child is in immediate danger, contact will be made with the police.
- Whilst any professional can make a referral to children's social care, in school we expect all staff where practically possible to always discuss their concerns with a designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter.
- All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing on CPOMS (Child Protection Monitoring System).

4.5 Children's Rights

Manley Park Primary School supports Manchester City Council being recognised as a Child Friendly City. Manley Park Primary School is a UNICEF Rights Respecting School, accredited to Silver level.

Our vision and values support Articles 3, 19, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 19: Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

5. Equality, Diversity and Inclusion

At Manley Park Primary School, we are committed to providing a safe, inclusive and supportive environment where every child is valued, respected and able to achieve their full potential. We recognise that children may experience safeguarding risks differently depending on their individual circumstances, identities and lived experiences, and that some children may face additional barriers to recognising, reporting or disclosing abuse and neglect (In line with the Public Sector Equality Duty).

We are committed to anti-discriminatory practice and ensuring that all children receive the help, support and protection they need, regardless of age, disability, ethnicity, race, religion or belief, sex, sexual orientation, gender identity, socio-economic circumstances or family background.

5.1 Children Who May Require Additional Safeguarding Consideration

We recognise that some children have an increased risk of abuse, neglect, exploitation or harm and may face additional barriers to obtaining help or disclosing concerns. Additional consideration will be given to children who:

- are disabled or have medical conditions that may affect communication, independence or vulnerability;
- have special educational needs, whether or not they have an Education, Health and Care Plan (EHCP);
- are experiencing mental health difficulties or emotional wellbeing concerns;
- are young carers;
- are showing signs of being drawn into anti-social behaviour, criminal exploitation or county lines activity;
- are missing, or have previously been missing, from education, home or care;
- have experienced multiple suspensions, are at risk of permanent exclusion, attend alternative provision or are placed within a pupil referral unit;
- are at risk of child sexual exploitation, child criminal exploitation, trafficking or modern slavery;
- are vulnerable to radicalisation or extremism;
- have a parent or carer in custody or are affected by parental offending;
- are living in circumstances involving domestic abuse, parental substance misuse, adult mental ill health or other factors that may impact on their safety and wellbeing;
- are misusing drugs, alcohol or other substances;
- are at risk of honour-based abuse, including female genital mutilation (FGM) or forced marriage;
- are privately fostered;
- are children in need, subject to a child protection plan, looked after, previously looked after or living in kinship care arrangements;
- identify as lesbian, gay or bisexual and may face additional vulnerabilities, discrimination or barriers to support;
- are questioning their gender, exploring their gender identity, or experiencing distress related to gender;
- are refugees, asylum seekers or have recently arrived in the United Kingdom; or

- experience poverty, housing insecurity, homelessness or other circumstances which may place them at increased risk of harm.

This list is not exhaustive, and safeguarding decisions will always be based on an assessment of each child's individual needs, circumstances and lived experience.

6. Roles and Responsibilities

6.1 Governing Board

The Governing Board has strategic responsibility for safeguarding and promoting the welfare of children. It will ensure that the school complies with its duties under safeguarding legislation and guidance. The Governing Board will ensure that appropriate safeguarding policies, procedures and training are in place and effective, appoint a safeguarding governor to provide oversight and challenge, and ensure that safeguarding is embedded within the school's culture and ethos.

The Governing Body will:

- appoint an appropriately trained governor with responsibility for safeguarding to provide oversight of safeguarding arrangements and act as a link between the Governing Body and the Designated Safeguarding Lead (DSL);

- ensure that suitable arrangements are in place to obtain assurance about the effectiveness of safeguarding practice, including regular safeguarding reports, audits, policy reviews, and monitoring activities;
- ensure that children are provided with safe, accessible and well-promoted systems through which they can raise concerns, report worries and seek support from trusted adults;

- ensure that safeguarding and child protection policies, procedures and related arrangements are reviewed at least annually and updated promptly in response to changes in legislation, guidance or local safeguarding priorities;

- ensure that the school has appropriate procedures for managing safeguarding concerns, allegations against adults, low-level concerns, whistleblowing and child-on-child abuse;

- ensure that the school operates effective safer recruitment, selection and induction processes and maintains a compliant Single Central Record;

- ensure that all staff and volunteers receive safeguarding training, information and updates appropriate to their role, including online safety and child protection training;

- ensure that there is an appropriately trained Designated Safeguarding Lead, supported by sufficient time, funding, resources, supervision and leadership capacity to carry out the role effectively;

- ensure that children who may be particularly vulnerable, including those with SEND, children with a social worker, children in care, previously looked after children and other groups at increased risk, receive appropriate support and protection;

- ensure that safeguarding arrangements reflect the school's duties under the Equality Act 2010 and promote an inclusive, anti-discriminatory approach to safeguarding practice;

- ensure that appropriate filtering and monitoring systems are in place, regularly reviewed, and effective in helping to protect children from online harms whilst supporting teaching and learning;

- ensure that safeguarding concerns are responded to in a timely manner and that the school works effectively with parents, carers and partner agencies to safeguard and promote children's welfare; and

- ensure appropriate challenge is provided to school leaders where necessary and that safeguarding remains a standing priority within the school's governance arrangements.

6.2 Headteacher

The Headteacher has overall responsibility for promoting a strong safeguarding culture in which the welfare of children is paramount.

The Headteacher will:

- ensure that safeguarding policies and procedures adopted by the Governing Board are fully implemented, understood and followed by all staff, including supply staff, volunteers and contractors;

- ensure that a suitably qualified and appropriately trained Designated Safeguarding Lead (DSL) is appointed and provided with sufficient time, funding, supervision, resources and support to carry out their responsibilities effectively;

- work closely with the Designated Safeguarding Lead (DSL) to ensure that safeguarding arrangements are effective, regularly reviewed and responsive to local and national developments;

- ensure that the school fulfils its responsibilities within local multi-agency safeguarding arrangements and works effectively with Children's Social Care, Health, Police and other relevant agencies to safeguard and promote the welfare of children;

- manage allegations and concerns about adults working with children, including low-level concerns, in accordance with statutory guidance and local procedures. They will work with the Local Authority Designated Officer (LADO) where appropriate and ensure that referrals are made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and Police when required; and

- ensure that robust systems are in place for safer recruitment, staff conduct, visitor management, site security and safeguarding record keeping. They will also ensure that parents, carers and pupils understand the school's safeguarding responsibilities and know how to access support and report concerns.

- Our Headteacher will ensure that (they or) safeguarding staff are available to attend, Initial Child Protection Conference (ICPC) Review Child Protection Conference (RCPC), and Strategy meetings during school holidays and out of hours.

6.3 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the senior leadership team and has lead responsibility for safeguarding and child protection within the school. The DSL takes overall responsibility for safeguarding systems and processes, ensuring that children receive the right help at the right time and that concerns about a child's welfare are identified, managed and responded to appropriately. The DSL acts as the school's safeguarding expert, providing advice, support and guidance to staff, working closely with children, families and partner agencies to promote the safety and wellbeing of all pupils.

Deputy DSLs will be trained to the same standard and will support the DSL in carrying out these responsibilities.

Details of safeguarding cover arrangements, including during school holidays, educational visits and out-of-hours are covered within the team and the DSL will be on standby to action any concerns and respond to safeguarding incidents. The DSL will follow up with advice and guidance as and when necessary. The DSL will also log and action any Operation Encompasses that are reported by the police.

The Designated Safeguarding Lead will:

- act as the first point of contact for all safeguarding and child protection concerns within the school;

- provide advice, support and guidance to staff on safeguarding and child protection matters;

- manage referrals and work collaboratively with Children's Social Care, Family Help, the Police, Health services and other relevant agencies;

- refer cases of suspected abuse, neglect, exploitation and radicalisation to the appropriate agencies and support staff who make referrals;

- maintain secure, accurate and confidential safeguarding records and ensure appropriate information is shared and transferred in line with statutory guidance and local procedures;

- monitor the welfare of children who are subject to a Child Protection Plan, Child in Need Plan, Early/Family Help, have a social worker, are looked after or who may otherwise be vulnerable;

- attend, or ensure appropriate representation at, strategy discussions, Child Protection Conferences, Child in Need meetings, Team Around the Family meetings and other multi-agency safeguarding meetings;
- ensure safeguarding concerns are escalated and challenged appropriately where professionals disagree about the most appropriate course of action;
- promote a culture of safeguarding, listening to children and taking account of their wishes and feelings when determining actions and support;
- ensure that all staff receive appropriate safeguarding induction, training and regular safeguarding updates;
- ensure that safeguarding policies and procedures are reviewed annually and implemented consistently across the school;
- work with the Governing Board and Headteacher to ensure the school meets its safeguarding responsibilities and contributes to local safeguarding arrangements;
- promote educational outcomes by sharing relevant information about vulnerable children with appropriate staff members on a need-to-know basis;
- understand the safeguarding needs of children with special educational needs and disabilities, children who have a social worker, and other groups of vulnerable children;
- undertake regular safeguarding training and maintain the knowledge and skills required to carry out the role effectively, including understanding local safeguarding arrangements, emerging risks and national developments in safeguarding practice.

6.4 All Staff

Safeguarding is everyone's responsibility. All staff have a duty to safeguard and promote the welfare of children and must always act in the best interests of the child. All staff, including supply staff, volunteers, contractors and governors, play a vital role in protecting children from harm, identifying concerns at the earliest opportunity and ensuring that children receive the right help at the right time. Staff should maintain an attitude of "it could happen here", recognise that safeguarding concerns can arise both online and offline, and be prepared to take appropriate action where they have concerns about a child's welfare.

All staff will:

- read and understand **Part One of Keeping Children Safe in Education 2026**, together with any additional annexes or sections identified by the Headteacher as relevant to their role;
- understand and comply with this policy, the Staff Code of Conduct, **(see appendix I)**
- provide a safe, inclusive and supportive environment in which children can learn and thrive;
- understand the role of the Designated Safeguarding Lead (DSL) and know how to report concerns in the absence of the DSL;

- be alert to indicators of abuse, neglect, exploitation and other safeguarding concerns, including those that may arise online;
- recognise that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited, and that barriers to disclosure may exist;
- listen to children, take their concerns seriously and respond appropriately to disclosures in accordance with school procedures;
- maintain professional curiosity and build trusted relationships that enable children to seek help and share worries;
- never promise confidentiality to a child and always explain that information may need to be shared to keep them safe;
- record concerns accurately and promptly and pass them to the DSL without delay
- understand the school's Early Help processes and contribute to assessments, plans and interventions where appropriate;
- contribute to multi-agency working and attend safeguarding meetings where required as part of their role;
- understand that children may be vulnerable to harm both within and outside their home environment, including through peer-on-peer abuse, exploitation, online abuse and extra-familial harm;
- understand the importance of attendance, behaviour, wellbeing and educational outcomes as potential indicators of safeguarding concerns;
- be aware that some children may be at greater risk of harm, including children with SEND, children with a social worker, looked after and previously looked after children, young carers, children with mental health needs, children missing education, children who are LGBTQ+, and children experiencing discrimination or additional vulnerabilities;
- understand the indicators of child sexual exploitation, child criminal exploitation, county lines, serious violence, domestic abuse, radicalisation, female genital mutilation (FGM), forced marriage and other specific safeguarding concerns;
- be aware of the school's filtering and monitoring arrangements and understand their role in promoting online safety;
- contribute, where appropriate, to the teaching of safeguarding through the curriculum, helping children to recognise risks, stay safe and know how to seek support; and
- participate in safeguarding training and safeguarding updates and apply this learning to their day-to-day practice.

6.5 Teaching staff also have additional statutory responsibilities, including the mandatory duty to report known cases of Female Genital Mutilation (FGM) to the Police and to uphold the Teachers' Standards, which require teachers to safeguard children's wellbeing and maintain public trust in the profession.

7. Training and Induction

Safeguarding training is essential in creating and maintaining a strong safeguarding culture. All staff, governors and volunteers will receive safeguarding training and updates appropriate to their role to ensure they are able to identify concerns, respond appropriately and fulfil their safeguarding responsibilities.

Safeguarding Induction for New Staff

All new staff, including temporary staff, volunteers and agency workers, will receive safeguarding and child protection induction as part of their onboarding process.

Regular Safeguarding Updates

All staff will receive regular safeguarding updates to ensure their knowledge and skills remain current and that they are aware of any local, national or emerging safeguarding issues. This includes reading KCSIE Part One, annually and reading the updated Child Protection and Safeguarding Policy.

The DSL shares weekly questions for staff to research and respond to in a collective diary meeting and through ‘spot checks.’ Staff volunteers carry out spot checks to the wider staffing team. There are also monthly reads shared to build up knowledge and understanding.

Designated Safeguarding Lead Training

The DSL and any Deputy DSLs will undertake DSL and safeguarding training appropriate to their role and responsibilities. In addition to formal training, they will access regular updates and learning opportunities through local networks and clusters to ensure their knowledge remains current and reflects local and national safeguarding developments.

The DSL attends termly network meetings and the termly cluster meetings. Each member of the team receives updated DSL training every two years. As the school subscribes to National College, DDSLs carry out their refresher courses online too.

Governor Safeguarding Training

Governors will receive safeguarding training appropriate to their role to enable them to provide effective strategic oversight, challenge and assurance regarding the school's safeguarding arrangements and statutory responsibilities.

The Safeguarding Governor carries out yearly refresher training.

Safer Recruitment Training

At least one member of any appointment panel will have completed safer recruitment training. Those involved in recruitment processes will receive appropriate training and support to ensure safe and robust recruitment practices are followed. The Senior Leadership team have also carried out unconscious bias training with their HR company Fusion.

Online Safety Training

All staff will receive training and updates on online safety, including current and emerging risks, filtering and monitoring arrangements, cyber security awareness, generative AI and how to support children to stay safe online.

The school ensures that appropriate filtering methods (without 'over-blocking') are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. The school uses Smoothwall filtering system in line with DFE requirement. Any positive alerts are dealt with in line with policy and children are educated about the importance of online safety.

Prevent Duty Training

Staff will receive appropriate Prevent Duty training to help them understand the risks associated with radicalisation and extremism, recognise potential indicators of concern and know how to respond in line with local safeguarding procedures.

All staff complete the yearly prevent training on the government website.

Safeguarding Supervision and Support for DSLs

The school recognises the importance of safeguarding supervision and professional support for DSLs and deputy DSLs. For example, attending local DSL networks and school cluster groups and the safeguarding team working together to discuss cases.

8. Identifying and Responding to Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child. All such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

1. Contact emergency services if required.
2. Inform the DSL immediately or DDSL if a child is suffering or likely to suffer significant harm.
3. If contact with the DSL or DDSLs cannot be made, **ANYONE CAN MAKE A REFERRAL** to social care and/or the police.
4. Record concerns promptly using the CPOMs reporting system.

8.1 Contact details and process for making a referral

Manchester City Council – Children's Social Care Advice and Guidance Service (AGS)

Tel. 0161 234 5001

Trafford Children's First Response Team - 0161 912 5125.

8.2 Responding to a Disclosure

Staff will:

- **listen carefully** to what the child is saying, allowing them to speak freely and without interruption;
- **remain calm** and avoid displaying shock, disbelief or strong emotions that may discourage the child from continuing;
- **avoid leading questions** and only ask open questions where necessary to clarify what has been said;
- **reassure appropriately** by explaining that they have done the right thing in speaking out and that the concern will be taken seriously;
- **never promise confidentiality** as information may need to be shared with appropriate professionals in order to keep the child safe; and
- **record the disclosure accurately** using the child's own words wherever possible and pass the information to the DSL without delay.

8.3 Recording Concerns

All safeguarding concerns must be:

- **recorded promptly** as soon as possible after the concern arises or a disclosure is made;
- **factual** and based on what was seen, heard or reported, avoiding assumptions, speculation or personal opinion;
- **dated and signed** to provide a clear and accurate record of events and actions taken; and
- **stored securely** in accordance with the school's safeguarding procedures, information-sharing protocols and data protection requirements.

8.4 Escalation

The school will challenge decisions where necessary and follow Manchester escalation procedures where concerns remain unresolved.

9. Community-Based Early Help and Multi-Agency Working

9.1 Community-Based Early Help

The school is committed to identifying needs at the earliest opportunity and providing support before concerns escalate. Staff will work with children, families and partner agencies to identify emerging needs and provide appropriate support.

An assessment is carried out and then shared with the Family hubs. The right type of support is then put into place. This can be support within school or using external agencies.

Where additional help is required, referrals may be made to Manchester's **Family Hubs and Family Help services**, which provide access to a range of support for children, young people and families. Staff will contribute to assessments, plans and reviews as required to ensure children receive the right help at the right time.

9.2 Multi-Agency Working

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. The school will work closely with Children's Social Care, Family Help Services, Health Services, Police, Education partners and other relevant agencies to identify needs, assess risk and provide appropriate support for children and families.

The school will participate in Early Help assessments, Child in Need meetings, Child Protection Conferences, Strategy Discussions and other multi-agency processes as required.

This school follows the Manchester Safeguarding Partnership procedures and local threshold guidance to ensure that children receive the right help at the right time.

10. Supporting Vulnerable Children

We recognise that some children may be at greater risk of abuse, neglect, exploitation or other safeguarding concerns and may require additional support to help them achieve positive outcomes. Team around the child meetings take place and these can include the teacher, members of the Pastoral team, the SENDCO (when appropriate.)

Attention will be paid to children who:

- have a social worker, including those who are subject to Child in Need or Child Protection Plans;
- are looked after, ensuring that their educational, emotional and safeguarding needs are identified and supported;
- were previously looked after, including those who have left care through adoption, special guardianship or child arrangements orders;
- are living in kinship care arrangements, recognising the unique challenges and support needs that may arise for these children and their carers;
- have Special Educational Needs and Disabilities (SEND), acknowledging that additional barriers may exist to recognising indicators of abuse, neglect or exploitation;
- have medical needs, allergies or long-term health conditions, which may increase their vulnerability;
- experience poor attendance or persistent absence, as this may be an indicator of unmet need, abuse, neglect or exploitation;
- have been suspended, excluded or are at risk of exclusion, recognising the increased safeguarding risks associated with disengagement from education;
- attend Alternative Provision, including pupils accessing part-time or full-time off-site education arrangements;

- are considering elective home education, where safeguarding concerns may require additional monitoring;
- are young carers, who may be undertaking caring responsibilities that impact on their wellbeing, attendance or educational progress;
- experience mental health difficulties, emotional wellbeing concerns or psychological distress that may affect their safety, welfare or development; and
- experience extra-familial harm, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse, county lines activity or other risks beyond the family home.

This list is not exhaustive, and staff will remain alert to any factors that may increase a child's vulnerability or create barriers to them seeking or receiving help

11. Child-on-Child Abuse

We recognise that children can abuse other children and that this can happen both inside and outside of school and online. All staff should be aware that child-on-child abuse is unacceptable and will never be tolerated or dismissed.

The school will work closely with partner agencies to safeguard children who may be at risk of exploitation or serious violence. Where appropriate, we will support referrals to Manchester Engage Panels by providing relevant information regarding a child's needs, risks, vulnerabilities and strengths, including details of concerns relating to anti-social behaviour, criminal exploitation and any interventions that have been implemented and their effectiveness.

Where concerns relating to **Child Criminal Exploitation (CCE)** or **Child Sexual Exploitation (CSE)** are identified, the school will work in partnership with Children's Social Care, the Complex Safeguarding Hub and other relevant agencies. We recognise that Children's Social Care may refer cases to Manchester's **Complex Safeguarding Hub**, and school staff will seek advice and guidance from the Complex Safeguarding professionals' advice line where appropriate to support timely information sharing, risk management and safeguarding responses.

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

- bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying;
- discriminatory behaviour, including racism, sexism, faith-targeted abuse and other forms of prejudice-based abuse;
- abuse within intimate personal relationships between children, sometimes referred to as teenage relationship abuse;
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- physical assault and harm, or threats of harm involving a weapon;
- harmful sexual behaviour;

- sexual violence and sexual harassment, including inappropriate sexual comments, unwanted sexualised behaviour, misogyny and misandry;
- causing someone to engage in sexual activity without consent, including forcing or coercing another child to participate in sexual activity;
- the consensual and non-consensual sharing of nude and semi-nude images and videos, including content created or manipulated using artificial intelligence (AI);
- online abuse, including abusive messaging, image sharing, coercion, threats, harassment and exploitation;
- upskirting, which is a criminal offence and involves taking an image beneath a person's clothing without their knowledge or consent;
- initiation, hazing-type violence, rituals or activities that may cause physical, emotional or psychological harm; and
- behaviour linked to exploitation, criminality, coercion or abuse that takes place within peer groups.

12. Online Safety and Digital Safeguarding

The school is committed to safeguarding children from potentially harmful and inappropriate online material and promotes a whole-school approach to online safety that empowers children, staff and families to use technology safely, responsibly and positively.

The school will:

- provide age-appropriate online safety education through the curriculum.
- ensure that staff receive appropriate online safety training and understand emerging risks and trends.
- maintain procedures for identifying, responding to and recording online safeguarding concerns through the school's CPOMs system.
- support children who have experienced online harm and work with partner agencies where appropriate. This is via the school's internal procedures including team around the child meetings, pastoral support, educate sessions.
- ensure that online safety is considered when using new and emerging technologies, including artificial intelligence (AI) tools and applications.
- communicate regularly with parents and carers about online safety, risks and protective measures.
- ensure appropriate safeguarding arrangements are in place for any remote learning activities if appropriate.
- **12.1 Filtering, Monitoring and Cyber Security**

The school will take all reasonable steps to limit children's exposure to harmful online material while using the school's IT systems and internet-connected devices.

The Governing Board will ensure that:

- harmful and inappropriate content is blocked without unnecessarily restricting teaching and learning – through SENSO and Smoothwall.
- clear roles and responsibilities are identified for filtering and monitoring arrangements
- staff understand how to respond to online safety concerns identified through monitoring systems [detail staff training/awareness plans]
- filtering and monitoring arrangements are reviewed at least annually and following any significant safeguarding concerns. The school works closely with with the IT provider- HG, for support and updates to systems.
- appropriate cyber security measures are implemented to protect children's personal information and reduce the risk of online harm. Termly safeguarding assemblies reinforce key messages along with online safety work within the curriculum.
- **12.2 Mobile Devices**

The school is a mobile phone free environment and expects all pupils to comply with the school's Mobile Phone Policy and Acceptable Use Agreements.

13. Safeguarding in the Curriculum

We recognise that safeguarding is an important part of the curriculum and contributes to creating a culture where children are informed, resilient and able to keep themselves safe.

Pupils will be supported to learn about:

- healthy, respectful and positive relationships
- consent, boundaries and appropriate behaviour
- online safety, including safe use of technology, social media and artificial intelligence
- mental health, emotional wellbeing and resilience
- recognising and responding to abuse, neglect and exploitation
- personal safety, risk-taking behaviours and keeping safe in the community
- equality, diversity, inclusion and respect for others
- discrimination, prejudice and protected characteristics
- British Values and the importance of mutual respect, tolerance and democracy
- recognising harmful behaviours, including child-on-child abuse
- the risks associated with criminal exploitation, sexual exploitation, serious violence and county lines
- the risks of radicalisation and extremism
- healthy lifestyles and making safe choices
- attendance, belonging and positive participation in school life
- how, when and where to seek help from trusted adults and support services

Safeguarding education is delivered through:

- PSHE / Personal Development curriculum
- Relationships, Sex and Health Education (RSHE)
- Computing and Online Safety lessons
- Assemblies
- Visits from external agencies and safeguarding partners, eg, NSPCC
- Pupil leadership and peer support opportunities
- School council or pupil voice activities, including Learning Ambassadors.
- Other curriculum and enrichment opportunities relevant to the needs of our pupils

14. Safer Recruitment

We are committed to ensuring that the people who work with children at our school are suitable to do so. The school recognises that safer recruitment is an essential part of safeguarding and takes all reasonable steps to prevent unsuitable individuals from working with children.

Recruitment, selection, induction and ongoing safeguarding arrangements are designed to create a strong safeguarding culture that promotes the welfare of children and deters individuals who may pose a risk from gaining access to them.

The school will:

- ensure that all recruitment and selection procedures are conducted in accordance with Keeping Children Safe in Education and relevant employment legislation;
    - promote safeguarding throughout the recruitment process, ensuring that our commitment to safeguarding and promoting the welfare of children is clearly communicated to prospective applicants;
    - ensure that all job advertisements, recruitment materials and application processes make clear that safeguarding checks will be undertaken as part of the appointment process;
    - obtain a completed application form for all applicants and not accept CVs in place of a full application form;
    - scrutinise application forms carefully and explore any discrepancies, gaps in employment history or concerns identified during the recruitment process;
    - obtain and consider appropriate references before appointment and verify information provided by candidates;
    - undertake online searches on shortlisted candidates as part of the appointment process to help identify any issues that may affect a candidate's suitability to work with children;
    - assess candidates' suitability, attitudes, values and motivation to work with children through a structured selection process;
    - ensure that at least one member of every appointment panel has completed safer recruitment training;
    - carry out all required pre-employment checks before an individual starts work, including identity, qualification, right to work, prohibition, criminal record and other checks relevant to the role;

- take appropriate steps to satisfy themselves that individuals who have lived or worked overseas are suitable to work with children;
- maintain a Single Central Record of recruitment and vetting checks in accordance with statutory requirements;
- ensure that volunteers, agency staff, contractors, trainee teachers and other adults working within the school are subject to appropriate safeguarding checks and supervision arrangements appropriate to their role and level of contact with children;
- ensure that volunteers are appropriately assessed, supervised and vetted in accordance with their role. Where a volunteer is engaged in regulated activity with children, the school will obtain an enhanced DBS check including children's barred list information, in line with Keeping Children Safe in Education 2026;
- ensure that safeguarding responsibilities continue beyond appointment through effective induction, probation, training, supervision and performance management arrangements;
- take appropriate action where concerns arise regarding the suitability of any adult working in or on behalf of the school;
- the Governing Body will determine the frequency and need for renewal of DBS for existing staff. It is considered good practice to renew the DBS for all staff every three years, in line with MCC local policy.

14.1 Visitors, Contractors and Lettings

The school will ensure that appropriate safeguarding arrangements are in place for visitors, contractors, hirers and organisations providing services or activities on school premises.

Where school facilities are used by external organisations providing activities for children, the school will seek assurance that suitable safeguarding and child protection arrangements are in place.

14.2 Single Central Record

- The school maintains a Single Central Record (SCR) of recruitment and vetting checks which is regularly reviewed to ensure compliance with statutory requirements. The Safeguarding Governor also checks the SCR.
-

15. Managing Allegations Against Adults

All allegations and concerns relating to staff, supply staff, volunteers, contractors, governors, agency staff, trainee teachers and any other adults working on behalf of the school will be taken seriously and managed in line with KCSIE 2026, local authority procedures and advice from the Local Authority Designated Officer (LADO) where appropriate.

The school will:

- ensure that all allegations and concerns about adults working with children are managed in accordance with Part Four of Keeping Children Safe in Education and local safeguarding procedures;

- where an allegation meets, or may meet, the harms threshold, the Headteacher, DSL (or Chair of Governors where the allegation relates to the Headteacher) will seek advice from the LADO and follow the appropriate procedures;
- work closely with the Local Authority Designated Officer (LADO), Children's Social Care, Police and other relevant agencies where appropriate;
- ensure that allegations are dealt with quickly, fairly and consistently, providing effective protection for children while also supporting the individual who is the subject of the allegation;
- make reasonable enquiries to establish the basic facts of a concern before seeking advice from the LADO, whilst ensuring that any action taken does not compromise a future investigation;
- ensure that all staff understand how to recognise, respond to and report concerns about the conduct of adults working with children;
- maintain accurate and confidential records of all allegations and concerns and the actions taken in response;
- ensure that staff understand the school's whistleblowing procedures and are able to raise concerns, including concerns about safeguarding practice, without fear of reprisal;
- refer historic allegations of abuse to the Police and other relevant agencies in line with statutory guidance;
- make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant bodies where the legal duty to do so applies.

15.1 Low-Level Concerns

A low-level concern is any concern, no matter how small, 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 but does not meet the harms threshold.

Examples may include:

- concerns arising from poor professional judgement;
- behaviour that makes others feel uncomfortable or causes a sense of unease;
- inappropriate conduct outside of work that raises questions about professional suitability;
- concerns raised by pupils, parents, carers or colleagues;
- issues identified through supervision, recruitment or vetting processes; or
- self-reported incidents where an adult believes their actions may have been misinterpreted.

All low-level concerns will be reported to the Headteacher or Deputy Headteachers in accordance with the school's Low-Level Concerns Policy. (See appendix G) Such concerns will

be recorded, reviewed and managed appropriately to ensure professional standards are maintained and safeguarding risks are identified at the earliest opportunity.

16. Site Security and Extended Provision

The school is committed to ensuring that appropriate safeguarding arrangements are in place for all activities, services and individuals operating on or using the school site. This includes visitors, contractors, external providers, educational visits, work experience placements, alternative provision and breakfast, lunchtime and after-school activities.

The school will take all reasonable steps to ensure that safeguarding responsibilities are understood, appropriate checks and risk assessments are completed where required, and that children remain safe whilst participating in any school-led or school-approved activity.

17. Monitoring and Quality Assurance

The school is committed to continuous improvement in safeguarding practice and recognises the importance of robust monitoring, evaluation and quality assurance processes. Safeguarding arrangements will be regularly reviewed to ensure that they remain effective, compliant with statutory guidance and responsive to the needs of children and families.

The effectiveness of safeguarding arrangements will be monitored through:

- safeguarding audits
- Section 175 audit completed every two years to provide assurance that the school is meeting its statutory responsibilities;
- governor monitoring, including safeguarding visits, scrutiny of safeguarding information and challenge to school leaders through termly meetings;
- safeguarding reports, provided to senior leaders and governors to support oversight of safeguarding activity, trends, training, attendance, exclusions and other safeguarding matters each half term;
- annual policy review, ensuring safeguarding policies, procedures and guidance remain up to date and reflect current legislation, statutory guidance and local safeguarding arrangements;
- review of safeguarding incidents and local or national learning reviews, to identify opportunities for improvement and strengthen safeguarding practice.
- pupil voice activities, ensuring that the views, experiences and feedback of children inform safeguarding practice and contribute to the development of a safe and supportive school environment.

18. Linked Policies

This policy should be read alongside the following policies that support the school's wider safeguarding responsibilities:

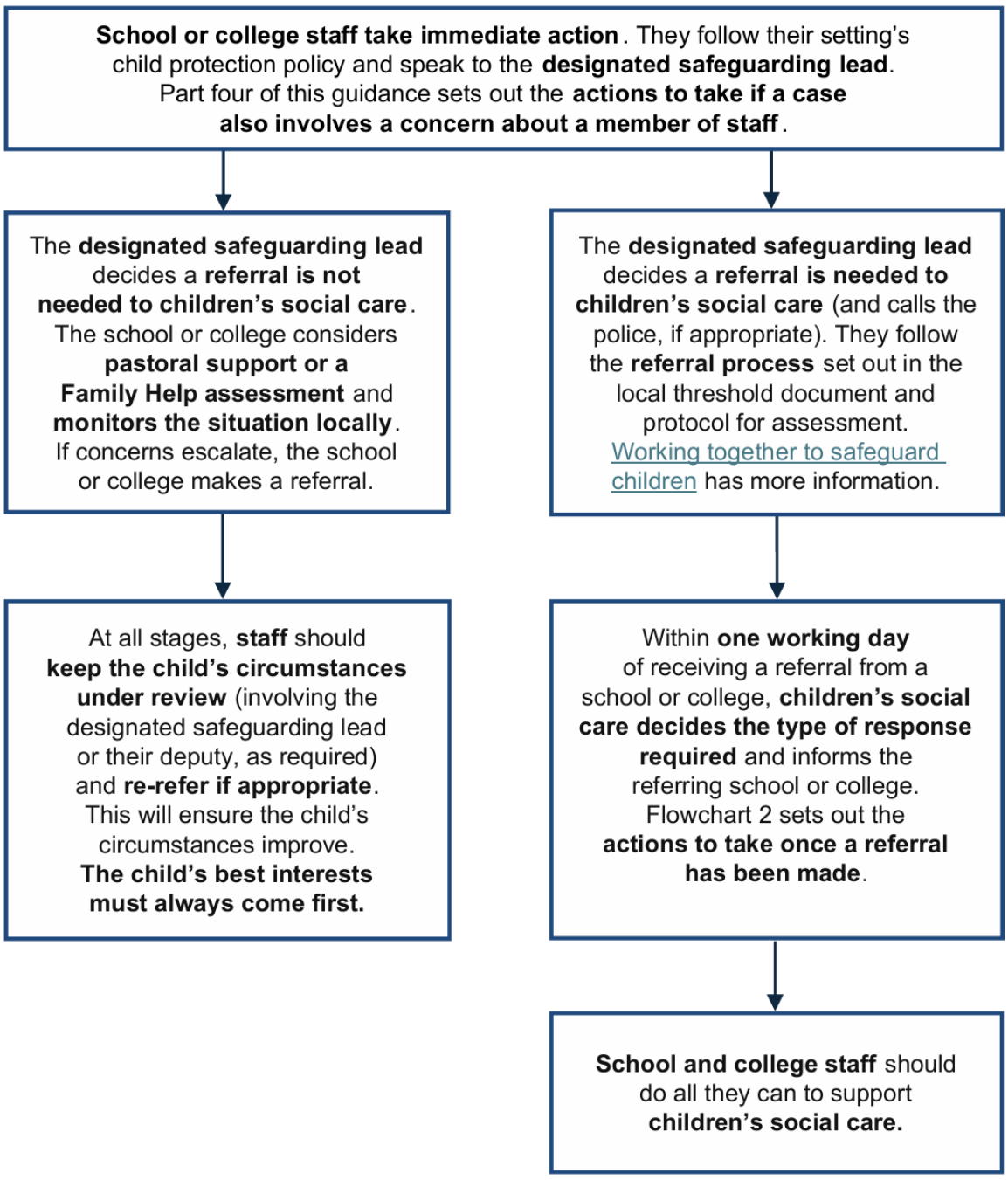
- Behaviour and Relationships Policy
- Attendance Policy

- Online Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Whistleblowing Policy
- SEND Policy
- RSHE Policy
- Health and Safety Policy

19.Appendices

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

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



Appendix B - Indicators of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

Appendix C - Signs and indicators of Child Sexual Abuse

- Signs and indicators: A template for identifying and recording concerns of child sexual abuse

Appendix D – Regulated Activity

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

Regulated activity includes:

a) paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;

b) any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children. Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight.85 Some activities are always regulated activities, regardless of frequency. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will not be:

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

Appendix E - Specific Safeguarding Issues

Child Criminal Exploitation and Child Sexual Exploitation

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

County Lines

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

Domestic Abuse

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

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

FGM

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

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

Forced Marriage

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

Prevent and Radicalisation

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

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

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

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

Serious Violence

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

These may include:

- increased absence from school or college,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in educational performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and

- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Missing Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Low level Appendix F- CPOMS success criteria

Recording Safeguarding Information

What to do with the information?

- Seek out a DSL (in person or phone)– see posters
- Pass all information to DSL
- Complete CPOMS – alerting DSL

Recording an incident on CPOMS:

- Detailed information of the incident/disclosure including other people present.
- Staff full name/role in first instance
- Categories should be completed accurately
- Date and Time - **accurately**
- Children's first name used
- Add any linked children
- Factual
- Record outcomes and next steps taken
- Proof read before sending

What do we log:

Any unusual behaviours
Any disclosures of abuse: physical, emotional, sexual or neglect.
Any patterns of absences or being late
Any other Safeguarding concerns
If you have a gut instinct – it is usually there for a reason – discuss with a DSL.
If in doubt – speak to a DSL
Feedback will be provided where necessary

Reminder:

Never question the child – you can repeat back EXACTLY what they said

APPENDIX G- Low Level of Concern

What is a low-level concern?

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- not following procedure/protocol which results in further harm
- using inappropriate sexualised, intimidating or offensive language.

Why do schools need to respond to low-level concerns?

Having clear procedures for responding to low-level concerns is part of creating a school culture of openness and trust. It helps ensure that adults consistently model the school's values and helps keep children safe. It will also protect adults working in school from potential false allegations or misunderstandings.

What do schools and colleges need to do?

Schools should have a low-level concerns policy and procedures. These should be part of your school's overall safeguarding and child protection policies and procedures. It should be closely linked to the code of conduct for staff and volunteers.

There should be clear processes in place for sharing and responding to any concerns about an adult's behaviour, no matter how small. A concern can still be significant even if it does not meet the threshold of harm.

Schools should ensure adults understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.
- At Manley Park, a low level concern may result in Management Note of Guidance which is then kept in the staff member's personnel file. These are then reviewed and in the case of repeat concerns, formal disciplinary procedures will take place.

APPENDIX H- Abbreviations

- AP Alternative Provision
- CiN Child in Need
- CP Child Protection
- CPOMS Child Protection Online Monitoring System
- CSC Children's Social Care
- CAFCASS**:** Children and Family Court Advisory and Support Service
- DFE Department for Education
- DO Designate Officer (formerly LADO)
- DSL Designated Safeguarding Lead
- EH Early Help
- EHA Early Help Assessment
- KCSIE Keeping Children Safe in Education
- LA Local Authority
- CLA Child Looked After
- CLA DP Designated Teacher for CLA
- DO Designated Officer
- AGS Advice and Guidance
- MCC Manchester City Council
- MSP Manchester Safeguarding Partnership
- SEN Special Educational Needs
- SENCO/SENDCO SEN Co-ordinator
- SOS Signs of Safety

Appendix I- Guidance around pick up from school.

Early Years and KS1 children will be collected by an authorised collector who is over the age of 16 years old.

In the UK, there is no direct statutory law dictating the exact age or precise rules for collecting primary school children. However, under the Department for Education's **Keeping Children Safe in Education (KCSIE)** and **Working Together to Safeguard Children** frameworks, every school is legally required to establish its own robust safeguarding policies for end-of-day handovers.

Because **Key Stage 2 (KS2)** covers children aged 7 to 11 (Years 3 through 6), guidance transitions from strict handovers to granting phased independence as pupils mature.

Key Stage 2 Handover & Collection Rules

Years 3 and 4 (Ages 7–9)

- **Designated Handover:** Most primary schools require Year 3 and Year 4 pupils to be collected directly from the classroom door or playground /gates by a named adult or authorised collector over the age of 16 years.
- **Road Safety:** Guidance from organisations like the NSPCC highlights that children under eight struggle to judge the speed and distance of oncoming traffic. As a result, schools generally do **not** permit Year 3 or Year 4 pupils to walk home alone.

Years 5 and 6 (Ages 9–11)

- **Independent Travel:** Schools generally allow Year 5 and Year 6 pupils to walk home independently, provided the parent/carer submits formal **written consent**. (This also includes for After School Clubs).
- **Risk Assessment:** Parents/Carers are expected to assess their child's maturity, the complexity of the walking route, road safety awareness, and emergency preparedness before requesting independent travel.

Standard Protocols Across KS2

Authorised Collectors & Sibling Pickups

- **Nominated Contact Lists:** Schools will only release a child to individuals listed on the official emergency contact or collection forms.
- If a Year 5 or 6 pupil is walking home with a younger sibling in Y3 or 4, an authorised collector will need to accompany them as the Year 5 and 6 pupil cannot be the sole person responsible for their sibling.

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