Child Protection & Safeguarding Policy

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Child Protection & Safeguarding Policy

Introduction

Stamford Park Primary School is committed to creating and maintaining a strong culture of safeguarding in which the welfare and best interests of the child are paramount. We recognise that safeguarding is everyone's responsibility and promote the principle that "it could happen here."

We are committed to creating a culture of vigilance in which all staff, governors, volunteers, contractors and visitors understand their responsibility to safeguard and promote the welfare of children. Everyone working in or visiting our school is expected to share this commitment.

We encourage staff, pupils, parents, carers and visitors to raise any concerns they may have. All concerns will be taken seriously and acted upon promptly, with a child-centred approach and the best interests of the child at the heart of our decision-making.

We recognise that children may experience abuse, neglect or exploitation within or outside the home, including online, and that safeguarding risks can arise within the wider community. We therefore consider the full range of circumstances and environments in which our pupils live, learn and socialise when identifying and responding to safeguarding concerns.

Through our curriculum and wider school provision, pupils are taught how to keep themselves and others safe, including when online, how to recognise situations which may place them at risk, and how and where to seek help when they need it.

This policy reflects the requirements and principles of Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and relevant local safeguarding arrangements and procedures.

The latest version of this policy is available on the school website and a paper copy is available upon request.

Definition of Safeguarding

In line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, 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 the 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 child; and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting the welfare of children. It refers to activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm occurring inside or outside the home, including online.

For the purposes of this policy, “child” or “children” means anyone who has not yet reached their 18th birthday.

Equality and Safeguarding

Stamford Park Primary School is committed to safeguarding and promoting the welfare of all children. We recognise that some children may be more vulnerable to abuse, neglect or exploitation because of their individual circumstances, needs or protected characteristics.

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, the school has due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between those who share a relevant protected characteristic and those who do not.

We recognise the importance of providing an inclusive and anti-discriminatory environment and will challenge discrimination, harassment, racism, prejudice and harmful stereotypes. Safeguarding concerns will always be considered in the context of the individual child’s needs and circumstances.

The school will make reasonable adjustments for disabled children where required and will ensure that safeguarding arrangements are accessible and responsive to the needs of all pupils.

Further information is contained within the school’s Equality Policy and published Equality Information and Objectives.

Purpose and Principles

1. The purpose of this policy is to set out the arrangements that Stamford Park Primary School has in place to safeguard and promote the welfare of children. It provides guidance for all staff, governors, volunteers and others working within the school and sets out the procedures to be followed where there are concerns about a child's safety or welfare.

2. This policy:

    - has been developed in accordance with Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and other relevant legislation and statutory and non-statutory government guidance, including *What to do if you're worried a child is being abused: advice for practitioners* and the statutory *Information Sharing: advice for practitioners providing safeguarding services*;
    - applies whenever the school is providing education, services or activities under the responsibility of the school, including educational visits and off-site activities;
    - is available on the school's website and a copy can be made available on request from the school office;
    - reflects the locally agreed multi-agency safeguarding arrangements and procedures of the Trafford Strategic Safeguarding Partnership (TSSP); and
    - is reviewed at least annually and updated whenever necessary to reflect changes in legislation, statutory guidance, local safeguarding arrangements, emerging safeguarding issues and lessons learned.

3. Safeguarding and promoting the welfare of children is everyone's responsibility. Stamford Park Primary School adopts a child-centred approach and recognises that the best interests of the child must be considered at all times. All staff are expected to maintain an attitude of “it could

happen here" where safeguarding is concerned and to act immediately if they have concerns about a child.

4. This policy should be read alongside the school's other policies and procedures relating to the safety and welfare of children, including:

- Behaviour and Relationships Policy
- Staff Code of Conduct and Low-Level Concerns Policy
- Online Safety Policy, including the use of mobile and smart technology
- Whistleblowing Policy
- Children Missing/Absent from Education Policy
- Managing Allegations Against Staff Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Educational Visits Policy
- Health and Safety Policy
- Recruitment and Selection/Safer Recruitment procedures

Key contacts

Name	Role	Contact details
Sarah Price	Designated Safeguarding Lead (DSL)	sprice@spprimary.org.uk 0161 928 3608
Jackie Bogart Antonio Spinola	Deputy DSL(s)	jbogart@spprimary.org.uk 0161 928 3608 aspinola@spprimary.org.uk 0161 928 3608
Sarah Price	Designated Teacher for LAC and PLAC	sprice@spprimary.org.uk 0161 928 3608
Dr Maria Ratnarajah	Safeguarding Governor	safeguardinggovernor@spprimary.org.uk 0161 928 3608
James Phillips	Chair of Governors	chair@spprimary.org.uk 0161 928 3608
First Response	Children's Social Care	FirstResponse@trafford.gov.uk 0161 912 5125 0161 912 2020 (out of hours)
Anita Hopkins	LADO	LADO Referral
Lynsey Burridge	Virtual School	virtualschool@trafford.gov.uk
Alicia Williams	SENDCo	awilliams@spprimary.org.uk 0161 928 3608
Jackie Bogart Katy Southworth	Mental Health First Aiders	jbogart@spprimary.org.uk 0161 928 3608 ksouthworth@spprimary.org.uk 0161 928 3608

Creating a Safeguarding Culture

At Stamford Park Primary School, safeguarding is at the heart of everything we do. We are committed to creating a safe, inclusive and supportive environment in which children feel secure, are listened to and know that concerns they raise will be taken seriously.

We recognise that safeguarding is everyone's responsibility and promote a culture in which all staff maintain an attitude of "it could happen here." Staff are expected to be vigilant, exercise professional curiosity and act immediately where they have concerns about a child's welfare.

All staff are trained to recognise indicators of abuse, neglect and exploitation and understand that children may experience harm inside or outside the home, within school, in the wider community and online. Staff understand that safeguarding issues are rarely isolated events and that multiple concerns and vulnerabilities may overlap.

Staff are alert to changes in a child's behaviour, presentation, attendance, relationships, emotional wellbeing or engagement with school which may indicate that they need help or protection. Staff understand that children may not always recognise or be able to communicate that they are being harmed and that the absence of a disclosure does not mean that harm is not occurring.

Any member of staff who has a concern about a child must act on it immediately and follow the school's safeguarding procedures. Concerns should be reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay. Staff should never assume that somebody else will take action. Where staff are unsure, they should always seek advice from the DSL or a Deputy DSL.

Safeguarding knowledge is maintained through induction, regular training and updates throughout the year. Staff are expected to understand and follow the school's safeguarding systems and procedures and to keep their safeguarding knowledge up to date.

Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation and understand that safeguarding concerns are rarely isolated events. Children may experience multiple forms of harm at the same time, inside or outside the home, within school, in the wider community and online.

Staff should exercise professional curiosity and consider the child's circumstances as a whole. Indicators of harm may include changes in behaviour, attendance, presentation, relationships, emotional wellbeing or engagement with school; unexplained injuries; concerning interactions or relationships; disclosures; or changes in online behaviour.

The main categories of abuse are:

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 which may cause severe and adverse effects on their emotional development. This may include conveying to a child that they are worthless, unloved or inadequate; imposing inappropriate expectations; preventing normal social interaction; serious bullying, including cyberbullying; or causing children frequently to feel frightened or in danger. Emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse – forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening. Sexual abuse may involve physical contact or non-contact activities, including involving children in looking at or producing sexual images, watching sexual activities, encouraging sexually inappropriate behaviour, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women and other children can also commit acts of sexual abuse.

Neglect – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may involve failing to provide adequate food, clothing or shelter; failing to protect a child from physical or emotional harm or danger; inadequate supervision; or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff should also be alert to exploitation, including child sexual exploitation and child criminal exploitation. Exploitation may involve an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Technology may be used to facilitate exploitation, and children may not recognise that they are being exploited or may appear to consent to activity which is harmful to them.

Any concern that a child may be experiencing abuse, neglect or exploitation must be reported immediately in accordance with this policy.

Safeguarding through the curriculum

Preventative education is a fundamental part of our approach to safeguarding. Through a planned and age-appropriate curriculum, including Relationships Education, Health Education, PSHE, Computing and wider curriculum opportunities, pupils are taught the knowledge and skills they need to recognise risk, build resilience and seek help.

This includes teaching children, at an age-appropriate level, about:

- healthy, respectful relationships and appropriate boundaries;
- consent, privacy and personal space;
- recognising safe and unsafe situations and behaviours;
- online safety, including safe and responsible use of technology, social media, games and other online environments;
- online relationships, harmful or inappropriate content, contact and conduct;
- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- recognising grooming and inappropriate contact;
- how to respond if something makes them feel worried, uncomfortable or unsafe;
- the importance of speaking to a trusted adult and how to identify adults who can help them; and
- how and where to seek help for themselves or another child.

Children are taught that abuse is never their fault and are encouraged to speak openly about anything that worries them. The school creates regular opportunities for pupil voice and ensures that children know that adults in school will listen to them, take their concerns seriously and act to help keep them safe.

Our safeguarding curriculum is regularly reviewed to ensure that it remains appropriate to the age and needs of our pupils, responds to emerging risks and reflects relevant statutory guidance and our local safeguarding context.

Roles and Responsibilities

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) is a member of the school's senior leadership team and has lead responsibility for safeguarding and child protection, including online safety. This responsibility is supported by appropriately trained Deputy Designated Safeguarding Leads (DDSLs).

The DSL will:

Manage referrals and safeguarding concerns

- act as the main point of contact for safeguarding and child protection concerns;
- refer cases of suspected abuse, neglect or exploitation to Children's Social Care as required and support staff who make referrals;
- make or support referrals under the Prevent duty where there are concerns that a child may be susceptible to radicalisation or being drawn into terrorism, and engage with the Channel process where appropriate;
- liaise with the police where a crime may have been committed, having regard to relevant guidance;
- liaise with the Local Authority Designated Officer (LADO) and case manager, as appropriate, where safeguarding concerns or allegations relate to a member of staff, supply staff, volunteer or contractor; and
- ensure appropriate action is considered where the criteria for referral to the Disclosure and Barring Service (DBS) may be met.

Work with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners and relevant external agencies;
- liaise with the Headteacher to keep them informed of safeguarding issues, particularly ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- work closely with relevant staff, including the SENDCO, attendance lead, Senior Mental Health Lead and those responsible for online safety and filtering and monitoring;
- promote appropriate engagement with parents and carers in safeguarding and promoting the welfare of children; and
- ensure that the school contributes effectively to multi-agency safeguarding arrangements.

Promote children's educational outcomes

- take lead responsibility for promoting educational outcomes by understanding the welfare, safeguarding and child protection issues experienced by children and the impact these may have on attendance, engagement, progress and attainment;

- ensure relevant staff understand the circumstances of children who have, or have had, a social worker and the impact that adversity and trauma may have on their education; and
- promote high aspirations and appropriate support to enable vulnerable children to reach their potential.

Manage safeguarding information and records

- ensure safeguarding and child protection records are accurate, up to date, confidential and stored securely, with clear records of concerns, actions, decisions, rationale and outcomes;
- ensure information is shared appropriately and lawfully in accordance with relevant data protection legislation and statutory information-sharing guidance;
- ensure that when a child leaves the school, their child protection file is transferred securely and separately from the main pupil file, within five days for an in-year transfer or within the first five days of the start of a new term, with confirmation of receipt obtained; and
- consider whether relevant safeguarding information should be shared with a receiving school in advance of a child's transfer where this would support the child's safety or ensure appropriate support is in place.

Raise awareness and maintain safeguarding practice

- ensure all staff have access to and understand the school's Child Protection and Safeguarding Policy and procedures, particularly new and part-time staff;
- ensure the policy is reviewed at least annually and updated as required;
- ensure the policy is publicly available and that parents and carers understand the school's safeguarding responsibilities;
- liaise with safeguarding partners and relevant agencies to ensure the school is aware of local procedures, emerging risks and training opportunities;
- maintain appropriate safeguarding and child protection training, refreshed at least every two years, with knowledge and skills updated at regular intervals and at least annually;
- ensure Deputy DSLs are trained to the same standard as the DSL and that robust arrangements are in place to provide appropriate DSL cover;
- support staff to develop their safeguarding knowledge and confidence and provide appropriate support following safeguarding disclosures or incidents;
- understand and promote the importance of listening to children and taking account of their wishes and feelings; and
- lead on safeguarding aspects of online safety, including responding appropriately to safeguarding concerns identified through the school's filtering and monitoring arrangements.

During term time, the DSL and/or an appropriately trained Deputy DSL will be available for staff to discuss safeguarding concerns. Appropriate arrangements will also be in place for safeguarding concerns arising during school activities outside normal school hours.

Governing Body

The Governing Body has strategic responsibility for ensuring that Stamford Park Primary School safeguards and promotes the welfare of children and complies with its statutory safeguarding duties.

The Governing Body will:

- ensure that the school has appropriate safeguarding and child protection policies, procedures and systems in place which are effective, understood by staff and reviewed at least annually;
- review and approve this policy at each review and hold the Headteacher to account for its effective implementation;
- ensure that safeguarding is embedded within a robust whole-school approach and that the school has appropriate arrangements to identify children who may need help or protection and to take timely and appropriate action;
- appoint a Safeguarding Governor to provide appropriate oversight, support and strategic challenge in relation to safeguarding, while recognising that safeguarding remains the collective responsibility of the Governing Body;
- ensure that all governors receive appropriate safeguarding and child protection training, including online safety, at induction and that this training is regularly updated so that they have the knowledge and skills required to provide effective strategic challenge and assurance;
- ensure that governors understand and follow the relevant requirements of Keeping Children Safe in Education 2026, including Part Two;
- ensure that an appropriate senior member of staff is appointed as the Designated Safeguarding Lead (DSL) and that the DSL and Deputy DSLs have appropriate status, authority, time, funding, training and resources to carry out their roles effectively;
- ensure that appropriate safeguarding arrangements are in place for children who may be particularly vulnerable or require additional support, including children with SEND and children who have or have had a social worker;
- ensure that appropriate procedures are in place to manage safeguarding concerns and allegations relating to staff, supply staff, volunteers and contractors, including low-level concerns;
- ensure that safer recruitment procedures are followed and that appropriate checks are undertaken for staff, governors, volunteers and others as required;
- ensure the school has appropriate procedures for responding to child-on-child abuse and that such abuse is never dismissed as “banter”, “just having a laugh” or an inevitable part of growing up;
- ensure that safeguarding, including online safety, is appropriately addressed through the curriculum and that children are taught how to keep themselves and others safe;
- ensure that appropriate filtering and monitoring systems are in place, that their effectiveness is reviewed regularly, and that the Governing Body understands the school's filtering and monitoring provision, associated risks and responsibilities;
- ensure that the school has appropriate arrangements for sharing and protecting safeguarding information in accordance with relevant legislation and statutory guidance, including the Data Protection Act 2018, UK GDPR and statutory information-sharing guidance;
- ensure that the school takes account of its obligations under the Equality Act 2010, including the Public Sector Equality Duty, and relevant local multi-agency safeguarding arrangements; and

- ensure that safeguarding practice is monitored and that appropriate action is taken in response to identified weaknesses, safeguarding reviews, incidents or lessons learned.

All Staff

All staff have a responsibility to provide a safe environment in which children can learn and to safeguard and promote the welfare of children.

All staff will:

Training and safeguarding knowledge

- read and understand Part One of Keeping Children Safe in Education 2026 and confirm that they have done so;
- receive appropriate safeguarding and child protection training at induction, including online safety and an understanding of the school's filtering and monitoring arrangements and their individual responsibilities within these;
- receive regular safeguarding and child protection updates, including through staff meetings, briefings, emails and training, as required and at least annually, to ensure they have the knowledge and skills needed to safeguard children effectively;
- understand and follow the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour and Relationships Policy, safeguarding response to children who are absent from education and the school's procedures for managing child-on-child abuse;
- understand the school's safeguarding systems, including how concerns are recorded and reported; and
- read additional sections of Keeping Children Safe in Education and relevant school guidance appropriate to their role and responsibilities.

Identifying children who may need help or protection

All staff will:

- know the indicators of abuse, neglect and exploitation and maintain an attitude of “it could happen here”;
- exercise professional curiosity and recognise that safeguarding concerns are rarely isolated events and that multiple concerns may overlap;
- understand that children may experience harm inside or outside the home, at school, in the wider community and online;
- recognise that technology is a significant component of many safeguarding and wellbeing issues and that children may experience abuse and other risks wholly online or through technology facilitating offline abuse;
- understand that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited, may not recognise their experiences as harmful, or may face barriers to disclosure;
- recognise that the absence of a disclosure does not mean that harm is not occurring and continue to exercise professional curiosity and speak to the DSL where they have concerns; and

- be alert to children who may benefit from early help/Family Help and understand the school's local arrangements for identifying and supporting those children.

Responding to concerns and disclosures

All staff will:

- act immediately if they have any concern about a child's welfare and follow the school's safeguarding procedures;
- know how to respond appropriately if a child makes a disclosure of abuse, neglect or exploitation;
- listen carefully to the child, take their concerns seriously and avoid asking leading or unnecessary questions;
- reassure the child that they have done the right thing by speaking to an adult and that they are not creating a problem by reporting abuse, neglect or exploitation;
- never promise confidentiality and explain, in an age-appropriate way, that information may need to be shared with people who can help keep them safe;
- only share safeguarding information with those who need to know, in accordance with the school's procedures and statutory information-sharing requirements;
- record concerns accurately and promptly using the school's safeguarding recording system and report them to the DSL or a Deputy DSL without delay; and
- understand that if the DSL or a Deputy DSL is unavailable, this must not delay appropriate action to safeguard a child.

Referrals and multi-agency working

All staff will:

- understand the local early help/Family Help process and their role within it;
- understand the process for making referrals to local authority Children's Social Care and for statutory assessments under sections 17 and 47 of the Children Act 1989, including the role they may be expected to play in supporting assessments and multi-agency work;
- understand that in Trafford, concerns about a child may be referred through Trafford First Response, in accordance with local safeguarding procedures; and
- understand that any member of staff may make a referral directly to Children's Social Care if necessary. Where a referral is made directly, the DSL should be informed as soon as practicable.

Concerns about adults and safeguarding practice

All staff will:

- know how to report concerns or allegations about a member of staff, supply teacher, volunteer or contractor in accordance with the school's procedures;
- report concerns or allegations relating to a member of staff to the Headteacher;
- report concerns or allegations relating to the Headteacher to the Chair of Governors;

- understand the school's procedures for reporting low-level concerns about adults working in or on behalf of the school;
- understand that concerns may be raised directly with the Local Authority Designated Officer (LADO) where appropriate, including where there may be a conflict of interest; and
- know how to raise concerns about poor or unsafe safeguarding practice within the school through the school's whistleblowing procedures and understand the routes available if they feel unable to raise a concern internally.

Responding to and Recording Safeguarding Concerns

All staff must act immediately if they have any concern about a child's welfare. Staff should never assume that somebody else will take action or that a concern is too small to report.

At Stamford Park Primary School, safeguarding concerns should be reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay and recorded promptly on CPOMS.

Where a concern is urgent, or a child has made a disclosure, staff should speak directly to the DSL or a Deputy DSL before recording the concern on CPOMS. Recording a concern electronically must never delay action required to safeguard a child.

If a child is in immediate danger or at risk of immediate serious harm, appropriate emergency action must be taken, including contacting the police on 999 where necessary.

Responding to a disclosure

If a child discloses abuse, neglect or exploitation, staff should:

- listen carefully and give the child their full attention;
- remain calm and take what the child says seriously;
- allow the child to speak freely and at their own pace;
- avoid expressing shock, disbelief or judgement;
- avoid asking leading or unnecessary questions or attempting to investigate the concern themselves;
- reassure the child that they have done the right thing by telling someone;
- reassure them that they are being taken seriously and are not causing a problem by speaking about what has happened;
- never promise confidentiality and explain that information may need to be shared with people who can help keep them safe;
- explain, in an age-appropriate way, what will happen next;
- report the disclosure to the DSL or a Deputy DSL immediately; and
- make an accurate record of what has been said as soon as possible.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited. They may not recognise their experiences as harmful or may face

barriers which make disclosure difficult. The absence of a disclosure must never prevent staff from exercising professional curiosity or acting on a concern.

Recording concerns

All safeguarding concerns must be recorded promptly on CPOMS.

Records should be factual, clear, accurate and objective. Staff should distinguish between fact, observation and information reported by another person and should avoid speculation, assumptions or personal opinion.

Where a child has made a disclosure, staff should record the child's own words wherever possible and should not attempt to interpret or rephrase what the child has said.

Records should include, where relevant:

- a clear and comprehensive summary of the concern;
- the date, time and location of the incident or disclosure;
- the people involved or present;
- the child's own words where a disclosure has been made;
- any observations relevant to the concern;
- the actions taken;
- decisions made and the rationale for those decisions;
- details of any referrals, discussions or information shared; and
- the outcome and any subsequent follow-up.

The DSL and safeguarding team will ensure that safeguarding records are maintained securely and that actions, decisions, rationale and outcomes are appropriately recorded.

Action following a concern

The DSL or Deputy DSL will consider the information available and determine the appropriate response. Depending upon the circumstances, this may include:

- monitoring and/or additional support within school;
- discussion with parents or carers, where appropriate;
- support through early help/Family Help;
- consultation with or referral to Children's Social Care;
- referral to other appropriate services or agencies;
- referral under the Prevent duty where appropriate; and/or
- contact with the police where a crime may have been committed or a child is in immediate danger.

If the DSL or Deputy DSL is unavailable, action must not be delayed. Staff should seek support from another appropriate senior member of staff and/or contact Children's Social Care directly. Any action taken must be reported to the DSL as soon as practicable.

Early Help and Family Help

Stamford Park Primary School recognises that children and families should receive the right help at the right time and should not be left waiting for support where needs or concerns emerge.

Staff should be alert to children who may benefit from community-based early help or Family Help and should discuss concerns with the DSL or a Deputy DSL.

Where appropriate, the school will work with the child, family and relevant agencies to identify needs and coordinate appropriate support. This may include support provided by the school, community-based early help services or multi-agency Family Help.

In accordance with Working Together to Safeguard Children 2026, Family Help brings together targeted early help and support for children in need under section 17 of the Children Act 1989, with the aim of providing coordinated and timely support to children and families.

Where the school is involved in a Family Help assessment or plan, relevant staff will contribute appropriately to multi-agency working, information sharing, planning and review.

If at any point it becomes apparent that a child's needs have increased or that the child may be suffering, or likely to suffer, significant harm, the matter will be escalated immediately and a referral made to Children's Social Care where appropriate.

The school will follow Trafford's locally agreed thresholds and pathways for accessing help, support and protection.

Working with parents and carers

The school is committed to working openly and collaboratively with parents and carers wherever it is safe and appropriate to do so.

Parents and carers will normally be informed when the school has safeguarding concerns about their child and, where appropriate, before a referral is made to Children's Social Care.

However, the school will not seek parental consent or inform parents or carers before sharing information where doing so could place a child at increased risk of harm, prejudice a safeguarding assessment or investigation, lead to unreasonable delay, or where the school has been advised by Children's Social Care, the police or another relevant agency not to do so.

The safety and welfare of the child will always be the paramount consideration when deciding whether and when information should be shared.

Pupil reporting

Stamford Park Primary School is committed to creating a culture in which children feel confident to raise concerns and know that they will be listened to and taken seriously.

Children are regularly reminded that they can speak to any trusted adult in school if they are worried about themselves or somebody else. Staff will take account of children's wishes and feelings when determining what action to take and what support should be provided, while recognising that safeguarding action may sometimes be necessary even where a child does not want information to be shared.

Information Sharing

Stamford Park Primary School recognises that effective information sharing is essential to safeguarding and promoting the welfare of children.

The school will share safeguarding information appropriately, lawfully and in a timely manner in accordance with Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Data Protection Act 2018, UK GDPR and the statutory *Information Sharing: advice for practitioners providing safeguarding services*.

Data protection legislation does not prevent the sharing of information for the purposes of keeping children safe. Staff should not allow concerns about data protection to prevent them from sharing information where this is necessary to safeguard or promote the welfare of a child.

Information Sharing Duty

From 30 September 2026, section 16LA of the Children Act 2004 places a statutory duty on specified persons and organisations, including education, to share relevant information where they consider that disclosure may facilitate the safeguarding or promotion of a child's welfare.

In accordance with this duty:

- relevant safeguarding information will be shared at the earliest appropriate opportunity and information sharing is not dependent upon a child meeting a particular statutory safeguarding threshold;
- information may include information about the child or another individual where that information is relevant to safeguarding or promoting the child's welfare;
- staff will not seek consent where there is a statutory requirement to share information, although children and families will normally be kept informed about information sharing where it is safe and appropriate to do so;
- only information which is relevant and necessary for the safeguarding purpose will be shared;
- information will be shared securely and only with appropriate individuals or agencies;
- the school will respond appropriately to requests for relevant safeguarding information from other specified agencies and professionals; and
- decisions about significant information sharing, including the reasons for sharing or withholding information, will be appropriately recorded.

Where staff are uncertain about whether information should be shared, they should seek advice from the Designated Safeguarding Lead. However, uncertainty about data protection must not result in unnecessary delay where a child may be at risk of harm.

Domestic Abuse and Operation Encompass

Stamford Park Primary School recognises that children can be victims of domestic abuse in their own right, including where they see, hear or otherwise experience the effects of domestic abuse.

The school participates in Operation Encompass, an information-sharing scheme between police forces and educational settings.

Under section 49A of the Domestic Abuse Act 2021, police forces in England and Wales have a statutory duty to notify a child's educational setting where they have reasonable grounds to believe that the child

may be a victim of domestic abuse following a domestic abuse incident. This includes children connected to the household whether or not they were physically present during the incident.

Operation Encompass notifications will normally be received by the school's Designated Safeguarding Lead (DSL)/Key Adult before the start of the next school day, enabling appropriate support to be considered and provided promptly.

Information received through Operation Encompass will:

- be treated as confidential safeguarding information;
- be recorded and stored securely;
- only be shared with staff who need the information in order to safeguard or appropriately support the child; and
- inform consideration of any further safeguarding action or support required.

An Operation Encompass notification does not replace normal safeguarding procedures. Where information received gives rise to concerns about a child's safety or welfare, the DSL will consider whether further action is required, including a referral to Children's Social Care or another appropriate agency.

Online Safety

Stamford Park Primary School recognises that technology is a significant component of many safeguarding and wellbeing issues and that children are at risk of abuse and other harm online as well as offline.

The school takes a whole-school approach to online safety, protecting and educating pupils and staff in their use of technology and establishing clear mechanisms to identify, intervene in and escalate online safeguarding concerns.

Online safety is considered within safeguarding arrangements, the curriculum, staff training, behaviour expectations, filtering and monitoring arrangements and relevant school policies.

The four areas of online risk

Our approach to online safety reflects the four broad categories of risk identified in Keeping Children Safe in Education 2026:

- Content – being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, antisemitism, misinformation, disinformation, conspiracy theories, self-harm, suicide, radicalisation and extremism.
- Contact – being subjected to harmful online interaction with other users, including peer pressure and adults posing as children or young adults with the intention of grooming or exploiting children for sexual, criminal, financial or other purposes.
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, including online bullying and the consensual or non-consensual sharing of nudes and semi-nudes and other explicit images.
- Commerce – risks including inappropriate advertising, phishing, financial scams and online gambling.

The school recognises that online and offline risks frequently overlap and that technology may facilitate abuse between children as well as abuse or exploitation by adults.

Education and prevention

The school will:

- teach pupils about online safety through an age-appropriate curriculum, including Computing, Relationships and Health Education and PSHE;
- provide regular opportunities for pupils to learn about emerging online risks and how to seek help;
- teach pupils to critically evaluate online information, including misinformation, disinformation and potentially harmful content;
- ensure pupils understand appropriate online behaviour, relationships, privacy and the importance of reporting anything that makes them feel worried or uncomfortable;
- provide information and guidance to parents and carers about online safety and the school's expectations;
- ensure staff receive appropriate online safety training at induction and regular updates thereafter, including training on filtering and monitoring responsibilities; and
- maintain clear expectations regarding acceptable use of technology, mobile phones and smart technology through relevant school policies and procedures.

The school's Behaviour and Relationships Policy, Online Safety Policy and Staff Code of Conduct provide further guidance on acceptable use of technology.

Pupils who bring mobile phones to school must follow the school's agreed procedures for their storage and use during the school day.

Filtering and monitoring

Stamford Park Primary School has appropriate filtering and monitoring systems in place to safeguard pupils and staff from illegal, inappropriate and potentially harmful online content while ensuring that filtering does not unreasonably restrict teaching and learning.

The school uses Smoothwall as its filtering and monitoring solution. The school's filtering and monitoring arrangements are designed to identify and respond to inappropriate or concerning online activity in accordance with the school's safeguarding needs and risk profile.

The Governing Body has overall strategic responsibility for ensuring that appropriate filtering and monitoring arrangements are in place.

The school has clearly assigned responsibility for filtering and monitoring. The Designated Safeguarding Lead (DSL) leads on safeguarding and online safety, working alongside the responsible senior leader, Deputy DSL, IT support/provider and responsible governor.

The school follows the Department for Education's Filtering and Monitoring Core Standard and will:

- identify and assign clear roles and responsibilities for filtering and monitoring;
- ensure harmful and inappropriate content is blocked without unreasonably affecting teaching and learning;

- maintain effective monitoring strategies appropriate to the safeguarding needs and risk profile of the school;
- ensure relevant staff understand their filtering and monitoring responsibilities;
- review filtering and monitoring provision at least once every academic year;
- undertake additional reviews where safeguarding risks are identified or significant changes are made to technology, systems, working practices or technical configurations;
- record the outcome of reviews and any actions identified; and
- ensure relevant filtering and monitoring alerts and reports are reviewed and acted upon appropriately.

The school's filtering and monitoring provision takes account of the age and needs of pupils, including pupils with SEND, the school's use of technology and its safeguarding risk profile.

Where Smoothwall identifies activity which may indicate a safeguarding concern, this will be reviewed promptly and appropriate action taken in accordance with the school's safeguarding procedures. Where appropriate, the concern and subsequent actions will be recorded on CPOMS and referrals made to external agencies where required.

The effectiveness of the school's filtering and monitoring arrangements will be regularly reviewed, with appropriate oversight from senior leaders and governors.

Generative Artificial Intelligence (AI)

The school recognises that generative AI can provide educational opportunities but can also create or amplify safeguarding risks, including access to harmful or inappropriate material, misinformation and disinformation, inappropriate interactions, privacy and data protection concerns, and the creation or manipulation of images and other content.

Any use of generative AI within school will therefore be considered within the school's existing safeguarding, online safety, data protection and technology arrangements.

When introducing or reviewing generative AI tools, the school will consider their suitability for the age and needs of pupils and have regard to relevant Department for Education guidance, including the Generative AI Product Safety Standards and the DfE's guidance on generative AI in education.

Online safeguarding concerns arising through the use of AI will be responded to in the same way as other safeguarding concerns and referred to the DSL where appropriate.

Whistleblowing and Concerns About Adults

Stamford Park Primary School promotes a culture in which staff feel able to raise concerns about the behaviour of adults working in or on behalf of the school and about any poor or unsafe safeguarding practice.

Concerns or allegations about adults

Any safeguarding concern or allegation about a member of staff, supply staff, volunteer, contractor, governor or other person working in or on behalf of the school must be reported immediately to the Headteacher.

This includes where a person has:

- 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;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where the concern or allegation relates to the Headteacher, it must be reported to the Chair of Governors, James Phillips, without informing the Headteacher.

Concerns and allegations will be managed in accordance with Part Four of Keeping Children Safe in Education 2026, the school's Managing Allegations procedures and local arrangements involving the Local Authority Designated Officer (LADO) where appropriate.

Concerns which do not meet the harm threshold will be managed in accordance with the school's Low-Level Concerns procedures.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe safeguarding practice and potential failures in the school's safeguarding arrangements.

Concerns should normally be raised with the Headteacher or, where the concern relates to the Headteacher or it would otherwise be inappropriate to raise the matter with them, the Chair of Governors.

Where a member of staff feels unable to raise a concern internally, believes that a concern has not been dealt with appropriately, or believes that safeguarding concerns are being ignored or covered up, they should follow the school's Whistleblowing Policy.

Independent advice is also available from the NSPCC Whistleblowing Advice Line:

Telephone: 0800 028 0285
Email: help@nspcc.org.uk

The school will support staff who raise genuine safeguarding concerns in good faith and will not tolerate victimisation as a result of raising a legitimate concern.

Children Potentially at Greater Risk of Harm

Stamford Park Primary School recognises that all children can be vulnerable to abuse, neglect and exploitation, but that some children may face additional safeguarding risks or barriers to seeking and receiving help because of their circumstances.

Staff will maintain professional curiosity and consider the individual needs, experiences and circumstances of each child. The fact that a child belongs to, or is perceived to belong to, a particular group must never lead to assumptions about their needs or experiences.

Children who have or have had a social worker

Children who need or have needed a social worker may have experienced adversity, abuse, neglect or complex family circumstances which can affect their safety, welfare, attendance, behaviour and educational outcomes.

The DSL will work with relevant staff and external professionals to ensure that the school understands the needs of these children and provides appropriate support.

The school will work collaboratively with Children's Social Care, the Virtual School Head and other relevant professionals to promote children's safety, attendance, engagement and educational outcomes.

Children who are absent from education

The school recognises that persistent, repeated, unexplained or increasing absence from education can be an important safeguarding warning sign.

Absence may be associated with safeguarding concerns including abuse, neglect, exploitation, criminal or sexual exploitation, domestic abuse, mental health needs, radicalisation or other risks outside the home.

Attendance and safeguarding information will therefore be considered together. The attendance team and DSL will work closely to identify patterns of concern, take appropriate early action and make referrals to external agencies where required.

The school will comply with its statutory responsibilities relating to attendance, the school admission register and children missing education and will follow Trafford's local procedures.

Children with special educational needs and/or disabilities

Children with special educational needs and/or disabilities (SEND), whether or not they have an Education, Health and Care Plan, may face additional safeguarding challenges.

Staff will be particularly alert to:

- assumptions that indicators of possible abuse, neglect or exploitation relate to a child's SEND without further exploration;
- communication difficulties or barriers which may make it more difficult for a child to disclose concerns;
- difficulties recognising or understanding abusive behaviour;
- increased vulnerability to bullying, prejudice-based behaviour and child-on-child abuse;
- cognitive understanding of risk and appropriate relationships;
- social isolation; and
- the potential for changes in behaviour, mood, attendance or presentation to be attributed to a child's needs rather than explored as a possible safeguarding concern.

The school will make reasonable adjustments and provide additional pastoral and communication support where necessary to enable children with SEND to communicate concerns and access appropriate safeguarding support.

Children who may experience other vulnerabilities

Staff should be alert to circumstances which may increase a child's vulnerability or indicate that additional help or support may be required. These may include, but are not limited to, children who:

- are young carers;

- are experiencing difficulties within their family, including domestic abuse, substance misuse or parental mental ill-health;
- have a parent or carer in custody or are affected by parental offending;
- are at risk of criminal or sexual exploitation, trafficking or modern slavery;
- are at risk of radicalisation;
- are frequently missing from home, care or education;
- are experiencing homelessness or insecure housing;
- are privately fostered;
- are experiencing or at risk of so-called 'honour'-based abuse, including Female Genital Mutilation or forced marriage;
- are showing signs of harmful, abusive or violent behaviour;
- have experienced repeated suspensions, removal from classrooms, part-time timetables or are at risk of permanent exclusion;
- are pregnant and/or are parents themselves; or
- experience other circumstances which may increase their vulnerability or create barriers to accessing help.

The presence of one or more of these factors does not necessarily mean that a child is experiencing harm. Staff should consider the child's circumstances as a whole, exercise professional curiosity and report safeguarding concerns in accordance with this policy.

Private fostering

A private fostering arrangement occurs when a child under the age of 16, or under 18 if disabled, is cared for and accommodated for 28 days or more by someone who is not their parent, a person with parental responsibility or a close relative.

Where staff become aware of a private fostering arrangement, or a proposed arrangement, they must inform the DSL. The school will ensure that the local authority is notified in accordance with its statutory responsibilities.

Looked-After and Previously Looked-After Children

The school recognises that looked-after children and previously looked-after children may have experienced abuse, neglect, loss, trauma, disrupted relationships or other adverse experiences and may require additional support to safeguard their welfare and promote their educational outcomes.

The school has an appropriately trained Designated Teacher for Looked-After and Previously Looked-After Children, who works closely with the DSL and relevant external professionals.

The DSL will ensure that appropriate staff have the information they need in relation to a looked-after child's legal status, care arrangements and relevant safeguarding circumstances, including appropriate contact arrangements with birth parents or those with parental responsibility.

The school will work collaboratively with the child's social worker, carers, Virtual School Head and other relevant professionals and will contribute appropriately to care planning and safeguarding arrangements.

The Designated Teacher will also work with the Virtual School Head and other relevant professionals to promote the educational achievement and wellbeing of looked-after and previously looked-after children.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and is illegal in the United Kingdom.

All staff must report concerns that a girl may be at risk of FGM to the DSL or a Deputy DSL immediately and follow the school's normal safeguarding procedures.

Teachers have an additional personal legal duty. Where a teacher, in the course of their professional duties, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they must personally report this to the police.

The teacher should also inform the DSL of the report and any associated safeguarding concerns, unless there is a good reason not to do so.

The mandatory reporting duty relates to cases where FGM appears to have already been carried out. Concerns that a girl may be at risk of FGM, or concerns based on information received from another person, should be responded to through the school's usual safeguarding procedures.

Children who are questioning their gender and/or sexual orientation

A child's sexual orientation or questioning of their gender is not in itself a safeguarding concern.

However, some children may experience bullying, abuse, discrimination, social isolation or other vulnerabilities related to their actual or perceived sexual orientation or gender. Staff will remain alert to these risks and ensure that children are treated with dignity, listened to and appropriately supported.

Where a child is questioning their gender, the school will take a careful, individual and child-centred approach, considering the child's best interests and safeguarding needs. Decisions will take account of relevant statutory guidance, the school's duties under equality and human rights legislation, appropriate parental involvement and relevant clinical information where available.

Any safeguarding concerns will be responded to in accordance with this policy.

Alternative Provision

Where Stamford Park Primary School places a child in Alternative Provision, the school remains responsible for safeguarding that pupil.

Before and during a placement, the school will satisfy itself that appropriate safeguarding arrangements are in place, including appropriate checks on the provider, and will maintain appropriate oversight of the child's attendance, welfare, progress and safety.

Any safeguarding concerns arising during an Alternative Provision placement will be acted upon promptly in accordance with this policy and relevant statutory guidance.

Mental Health and Safeguarding

All staff should be aware that mental health difficulties can, in some circumstances, develop into safeguarding concerns and may also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff should be particularly alert to significant changes in a child's emotional wellbeing or behaviour, including self-harm, suicidal thoughts or other indications that a child may be at risk.

Only appropriately trained professionals should attempt to diagnose mental health conditions. However, staff are well placed to observe children and identify changes in behaviour, presentation or wellbeing which may indicate that support or safeguarding action is required.

Where staff have a mental health concern about a child which is also a safeguarding concern, they must report this immediately to the DSL or a Deputy DSL and follow the procedures set out in this policy.

The Prevent Duty

Stamford Park Primary School recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Prevent is part of the school's wider safeguarding responsibilities. Staff are trained to recognise and respond to concerns that a child may be susceptible to radicalisation and understand that there is no single profile or pathway to radicalisation.

Staff must report concerns about radicalisation to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay. The DSL will consider the concern in accordance with the school's safeguarding procedures and current Prevent guidance and, where appropriate, seek advice and/or make a referral through the local Prevent pathway.

Where appropriate, the school will work with relevant agencies, including the local authority Prevent team, police and Channel, the multi-agency process which provides support to individuals who may be susceptible to being drawn into terrorism.

The school assesses the risk of children being drawn into terrorism, including risks associated with online activity, and ensures that its safeguarding arrangements, curriculum, staff training and filtering and monitoring arrangements take account of identified risks.

Site Safety and Controlling Access

All staff have a responsibility to contribute to the security of the school site and to report any concerns relating to site safety or unauthorised access.

The identity and purpose of visitors and volunteers will be checked in accordance with the school's visitor procedures. Visitors are required to sign in and out, wear appropriate identification while on the school site and follow the school's safeguarding arrangements.

Staff should appropriately challenge or report any individual on the school site who is not known or identifiable or whose presence gives cause for concern.

The school will not tolerate threatening, abusive or intimidating behaviour which compromises the safety or wellbeing of children or adults. Where an individual's behaviour presents a risk to the school community, the school may take appropriate action to restrict or withdraw access to the premises, following relevant legal requirements and local authority guidance.

Volunteers and regulated activity

The school ensures that appropriate safer recruitment and vetting checks are undertaken for volunteers in accordance with Keeping Children Safe in Education 2026 and current Disclosure and Barring Service requirements.

From 1 September 2026, the previous supervision exemption for regulated activity with children has been removed. A volunteer who teaches, trains, instructs, cares for or supervises children will be engaging in regulated activity where this takes place frequently, on more than three days in a 30-day period, or overnight within the statutory definition.

Volunteers undertaking regulated activity must have an enhanced DBS check with children's barred list information before undertaking that regulated activity. The school will assess each volunteer role individually and ensure that the appropriate level of check and supervision arrangements are in place.

Child-on-Child Abuse

Stamford Park Primary School takes a whole-school approach to preventing and responding to child-on-child abuse. All children have the right to learn in a safe environment, and abuse between children will not be tolerated or dismissed as an inevitable part of growing up.

Staff recognise that children can abuse other children and that this can happen inside or outside school and online. Child-on-child abuse can occur between two children or within groups and can affect children of any age, sex or background.

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

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- abuse in intimate personal relationships between children;
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi-nudes;
- upskirting; and
- initiation or hazing-type violence and rituals.

Staff must never dismiss abusive behaviour as “banter”, “just having a laugh”, “boys being boys” or “part of growing up”. Downplaying harmful behaviour can contribute to an unsafe culture and prevent children from reporting concerns.

The school recognises that some forms of child-on-child abuse are gendered. However, all children can be victims and/or perpetrators of abuse and every report will be taken seriously.

Prejudice-based and discriminatory harm

The school recognises that prejudice-based and discriminatory behaviour, including racism, faith-based abuse, sexism, misogyny, homophobia, biphobia, transphobia and disability-based discrimination, can cause significant harm and may form part of a wider safeguarding concern.

Staff will challenge inappropriate and discriminatory behaviour and language and consider whether incidents indicate wider safeguarding needs or risks.

Prevention and reporting

The school seeks to prevent child-on-child abuse through a positive safeguarding culture, appropriate behaviour expectations, pastoral support and an age-appropriate curriculum, including Relationships Education, Health Education, PSHE, Computing and online safety education.

Staff understand the importance of challenging inappropriate behaviour between children at an early stage. The absence of reported incidents will never be taken to mean that child-on-child abuse is not occurring.

Children are regularly reminded that they can report worries or concerns to any trusted adult in school, including concerns about another child's behaviour. Children can also use the school's worry boxes where they feel more comfortable doing so.

Responding to child-on-child abuse

All concerns about child-on-child abuse must be reported to the DSL or a Deputy DSL and recorded on CPOMS in accordance with the school's safeguarding procedures.

Reports will be taken seriously and responded to promptly, sensitively and proportionately. The school will:

- listen to and reassure the child reporting harm;
- take account of the child's wishes and feelings while recognising that safeguarding action may still be required;
- consider the needs and safety of the child who has experienced harm, the child alleged to have caused harm and other children who may be affected;
- undertake an appropriate risk and needs assessment where required;
- put appropriate safety measures and support in place;
- consider whether parents or carers should be informed;
- consider whether Children's Social Care, the police or other agencies should be involved; and
- regularly review support and safety arrangements.

The school recognises that a child who displays harmful behaviour may themselves have unmet needs or have experienced abuse, neglect, exploitation or trauma. Appropriate support will therefore be considered for all children involved, without minimising the impact on the child who has experienced harm.

Where sexual violence or sexual harassment is reported, the school will follow Part Five of Keeping Children Safe in Education 2026 and undertake appropriate risk and needs assessments.

Where a report involves the sharing of nudes or semi-nudes, staff will follow current UK Council for Internet Safety (UKCIS) guidance. Staff must not view, copy, print, forward or otherwise share such imagery except in the exceptional circumstances permitted by the guidance and under the direction of the DSL.

All incidents and decisions will be appropriately recorded on CPOMS, including actions taken, referrals made, support provided and the rationale for significant safeguarding decisions.

Domestic Abuse, Serious Violence and Temporary Accommodation

Domestic abuse

Stamford Park Primary School recognises that domestic abuse can have a significant impact on children's safety, wellbeing, development, attendance and educational outcomes.

Under the Domestic Abuse Act 2021, children who see, hear or experience the effects of domestic abuse and are related to the person being abused or the perpetrator are recognised as victims of domestic abuse in their own right.

Staff will remain alert to indicators that a child may be experiencing the effects of domestic abuse and will report concerns to the DSL in accordance with this policy.

The school participates in Operation Encompass, as set out in the Information Sharing section of this policy.

Serious violence

Staff are aware of indicators which may suggest that a child is at risk from, or involved in, serious violence. These may include increased absence from school, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or changes in wellbeing, signs of assault or unexplained injuries, or unexplained gifts or possessions.

Concerns about serious violence, weapons, criminal exploitation or associated risks must be reported immediately to the DSL or a Deputy DSL.

The school will consider the individual circumstances and needs of the child, risks to other children and the wider school community and whether support or referral to Children's Social Care, police or other relevant agencies is required.

Children in temporary accommodation

The school recognises that living in temporary accommodation can adversely affect a child's safety, wellbeing, attendance and educational outcomes.

From 1 September 2026, local housing authorities in England have a statutory duty to take reasonable steps to notify a child's educational setting when the child is placed in temporary accommodation in circumstances covered by the Housing Act 1996, where the required agreement to notification has been given.

Where Stamford Park Primary School receives such a notification, relevant staff will consider whether the child and family require additional support, including in relation to safeguarding, attendance, transport, access to education, pastoral support and wider welfare needs.

Any safeguarding concerns identified will be responded to in accordance with this policy.

Safer Recruitment and Managing Allegations

Safer recruitment

Stamford Park Primary School is committed to safer recruitment and follows Part Three of Keeping Children Safe in Education 2026 when recruiting and appointing staff and volunteers.

The school undertakes all appropriate pre-appointment checks, which may include, according to the role and circumstances:

- verification of identity;
- an appropriate enhanced DBS check and, where applicable, children's barred list information;
- verification of the person's right to work in the UK;
- verification of professional qualifications where required;
- prohibition from teaching checks where applicable;
- appropriate checks for individuals who have lived or worked outside the UK;
- references and scrutiny of employment history;
- appropriate online searches as part of due diligence on shortlisted candidates; and
- any other checks required by current statutory guidance.

The school maintains a Single Central Record (SCR) containing the information required by Keeping Children Safe in Education.

Recruitment processes will include appropriate safeguarding scrutiny and questioning. At least one person involved in recruitment will have undertaken appropriate safer recruitment training.

The school will ensure that volunteers are appropriately checked and supervised in accordance with their role and current statutory requirements, including the requirements relating to regulated activity.

Allegations and concerns about adults

Any allegation or safeguarding concern about a member of staff, supply teacher, volunteer, contractor or other person working in or on behalf of the school must be reported immediately to the Headteacher.

Where an allegation or concern relates to the Headteacher, it must be reported to the Chair of Governors.

The school will follow Part Four of Keeping Children Safe in Education 2026 and Trafford's local procedures when managing allegations and concerns about adults.

Where a concern meets the harm threshold, the Headteacher or Chair of Governors, as appropriate, will discuss the allegation with the Local Authority Designated Officer (LADO) as soon as possible and within the timescales set out in statutory and local guidance.

Concerns which do not meet the harm threshold will be managed in accordance with the school's Low-Level Concerns procedures.

The school will consider its legal duty to make a referral to the Disclosure and Barring Service (DBS) where the relevant conditions are met.

Where the individual is a teacher, the school will also consider whether referral to the Secretary of State via the Teaching Regulation Agency (TRA) is appropriate.

Records relating to allegations and low-level concerns will be maintained in accordance with statutory guidance and the school's record-keeping procedures.

Monitoring and Review

The Governing Body will review this Child Protection and Safeguarding Policy at least annually and will ensure that it is updated whenever necessary.

The policy and associated safeguarding arrangements may also be reviewed sooner in response to:

- changes to legislation, statutory guidance or local safeguarding arrangements;
- a significant safeguarding incident or concern;
- identified weaknesses or areas for improvement in safeguarding practice;
- changes to school procedures or provision; or
- learning arising from local or national safeguarding reviews.

The Headteacher and DSL will monitor the implementation and effectiveness of this policy throughout the year and will report appropriately to the Governing Body.

All staff will be informed of relevant changes to safeguarding policy and procedures and will receive appropriate updates or training where required.