



Safeguarding and Child Protection Policy and Procedures

Policy statement

Staff, Governors and volunteers at Wesley Methodist Primary School recognise that all children and young people deserve the best possible start in life. They have the right to be protected, be safe from harm and well cared for. Wesley Methodist Primary School has a responsibility to ensure the welfare of children is always paramount regardless of their age, gender, disability, language, racial origin, religious beliefs or sexual orientation. Wesley Methodist Primary School is committed to Safeguarding and promoting the welfare of all our pupils and the Governors expect all staff, volunteers and visitors to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

A **child**, as defined by the Children Act 1989, is a person under 18 years of age.

All staff and volunteers have a responsibility to report any concerns which come to their attention, such as disclosures of abuse or observing children who are at risk. Such concerns will be responded to swiftly and appropriately. We will pay attention carefully to what children say and feel.

The key objectives of this policy are:

To explain the responsibilities Wesley Methodist Primary and its staff and volunteers have in respect of child protection;

To provide staff with an overview of child protection legislation and definitions;

To provide clear procedures that will be implemented where child protection issues arise.

We are also committed to protecting children through a careful recruitment and selection process, a whistle blowing policy, ongoing supervision and guidance on appropriate behaviour.

All involved in Wesley Methodist Primary School will be made aware of this policy and what to do if they have any concerns. **This policy will be reviewed every 12 months.**

Signed: *M. Lonsdale* Designated Safeguarding Lead
Date: June 2017

Signed: *B. Davidson* Designated Safeguarding Lead
Date: June 2017

Legal Context

Wesley Methodist Primary School's policy and the following procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998.

The Children Act 1989 sets out the legislative framework for safeguarding and promoting the welfare of children. It states that the welfare of the child is paramount in all situations and that children have the right to be involved in decisions that may affect them.

The act also introduced the concept of '**significant harm**' as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered and/or are likely to suffer abuse or significant harm are often considered to be **children in need**, as well as children in need of protection. Under the act, children in need are children whose health and development is likely to be impaired without the provision of appropriate services.

The Children Act 2004 underpins the Every Child Matters, Change for Children programme and builds on the principles established in the 1989 act.

Working Together to Safeguard Children (2016) is key government statutory guidance which sets out how all organisations should work together to promote children's welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures. All staff, volunteers and governors have been given a copy of 'Keeping children safe in education – Part 1 – Information for all school and college staff' and have been asked to sign a declaration that they have read and understood the document.

What is abuse?

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused**. However it is your responsibility to pass on concerns you may have.

Working Together to Safeguard Children 2016 defines abuse and neglect and gives four clear categories of abuse as:

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical Abuse

Physical Abuse is 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.

Example of warning signs

Unexplained or unconvincing explanation of recent injuries

Bruises which have a distinct shape or pattern, like handprints, grasp or finger marks

Lingering illnesses

Unusual aggressive or passive behaviour

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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, though it may occur alone.

Examples of warning signs

A child who is constantly blamed for things that go wrong

A child who is made to carry out tasks inappropriate to their age

A child in a household where there are arguments and violence

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. They 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples of warning signs

A child who displays sexual knowledge or behaviour inappropriate for their age

Injuries or unusual appearance to private areas of the body

A child who is being encouraged into a secretive relationship with an adult

A child who hints at sexual activity through words, play or drawings

Neglect

Neglect is 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 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 care-givers); or
- ensure access to appropriate medical care or treatment.

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

Examples of warning signs

A child with illnesses that have not been treated

A child who is constantly hungry or tired

A child who lacks needed medical care

Prevent (Radicalisation of vulnerable people)

Prevent is one of the four key principles of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism and operates in the pre-criminal space before any criminal activity has taken place.

Radicalisation refers to the process by which people come to support, and in some cases to participate in terrorism

Violent Extremism as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- foment, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- foster hatred which might lead to inter-community violence in the UK

If you have any concerns that a child or young person is at risk of radicalisation, contact the MASH for discussion and referral. If you believe a child or young person is at immediate risk contact the police on 999.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Through the promotion of Wesley's Mission Statement 'Shine like stars as children of God' and our British Values, we aim to provide positivity which counter-acts the intent to support or become terrorists. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or

protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately.

Training

The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage

Uncomfortable with their place in society Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem

Disassociation from existing friendship groups

Searching for answers to questions about identity, faith and belonging

- Indicators of vulnerability through personal circumstances:
- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure

Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?

- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- A sense of grievance triggered by personal experience of racism or discrimination
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature. Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the Designated Safeguarding Officer(s).

The Designated Safeguarding Officer will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

Female Genital Mutilation

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

The role of the Designated Officer for child protection

No one should deal with child protection concerns on their own. If Wesley Methodist Primary School staff, management or trustees have any cause for concern around the abuse of a child or the behaviour of other staff or trustees they should speak to the Designated Officer for Child Protection on that working day where possible.

The role of the Designated Officer for Wesley Methodist Primary School is to:

- Ensure that the child protection policy and procedures are followed and updated;
- Receive concerns from staff, volunteers, management and trustees and record it appropriately;
- Assess the information promptly and carefully;
- Consult with Bury's MASH team (Multi-agency Safeguarding Hub) in order to make a referral;
- Keep relevant staff, volunteers, management and trustees informed about action taken and required.

The Designated Officer's for child protection and safeguarding are:
Mike Lonsdale (Head Teacher)
Beverley Davidson (Assistant Head Teacher)

This is to be reviewed every 12 months in line with the policy update.

Should you have details of disclosure, suspicions or concerns relating to child protection, refer to the Designated Officers immediately.

It is not the role of the Designated Person to decide whether or not a child has been abused. It is their responsibility to ensure that concerns are shared and prompt appropriate action is taken.

The Designated Officers will maintain the Child Protection Register. For those not on the register but whom need to be closely monitored, the child will be placed on the school's 'Cause for Concern Register'. This list is constantly updated at the weekly safeguarding meeting of the Designated Officers and the Chair of Governors (Safeguarding Governor).

Procedure in the event of disclosure from a child

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

- RESPOND -** Stay calm even if what you're hearing is difficult. Respond with minimal encouragers and open body language.
- LISTEN** Don't ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause 'contamination of evidence' for any subsequent investigation and court proceedings.
- REASSURE** Reassure the child that they have done the right thing in telling you.
- BOUNDARIES** Do not promise to keep secrets. Find an appropriate early opportunity to explain that the matter will only be disclosed to those who need to know about it.
- CLARIFY** What you will do next and with whom the information will be shared. In most cases, concerns should be discussed with parents/carers. The Designated Officer(s) will be key in this. **NB:** If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then you are advised **not** to discuss with them but refer immediately to Children's Social Care.

These procedures must be followed whenever an allegation is made that a child has been abused. A record must also be made where there is a cause for suspicion of abuse towards a child and discussed with the Designated Officer.

Keeping a good record

When a child protection concern arises, it is essential you record what is said or seen and what action was taken as soon as possible. Without this, information may be forgotten or vital details may be missing. An accurate record should be made on the 'Safeguarding initial Concern' form:

Date and time of incident or disclosure

Location

Relevant parties involved, names and their relationship to child

Description of abuse or injuries observed

Use the child's own words where possible.

What was said or done and by whom.

Ensure that the record is signed and dated.

The Designated Officer(s) will then action any concerns and record the outcomes on the same sheet. This information will always be kept up to date and in a locked secure place, only available to those people that need to know. This will include the Head Teacher, Chair of Governors and the Designated Officer for child protection and safeguarding.

Once a concern sheet has been presented, the Designated Officer(s) will:

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Check whether the child is a Looked After Child (LAC)
- Confirm whether any previous concerns have been raised by staff before by checking the files kept in the locked Safeguarding cabinet.
- The Designated Teacher should only inform the parents / carers of the child of any concerns once the MASH Team leader has been consulted and their advice sought.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.
- Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues.
- Refer any suspected cases of extremism to the local PREVENT team.
- Report immediately any known cases of FGM to the police.

Sharing Information – Confidentiality and Data Protection

Child protection raises issues of confidentiality which should be clearly understood by all.

Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated at all times to service users. Staff must only discuss their concerns with the Designated Officer(s) for child protection and safeguarding. It is their decision to pass on their concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records will be kept secure and accessible only by relevant staff.

Safe recruitment and induction of staff, board members and volunteers

Wesley Methodist Primary School operates appropriate recruitment and induction procedures that take account of the need to safeguard and promote the welfare of children and young people (Please see also the Safer Recruitment and Induction Policies). This includes all newly recruited staff, board members and volunteers being asked to:

- Undergo the appropriate Disclosure and Barring Service (DBS) check to their post. This is due to the regular contact Wesley Methodist Primary School has with the wider community.
- Access basic child protection training to raise awareness of the foundation issues, repeated every 2 years.
- Familiarise themselves with the procedures contained in this policy;

Managing allegations made against staff, board members and volunteers

Wesley Methodist Primary School operates appropriate procedures for managing allegations made against staff, management, governors and volunteers. If an allegation is made against a member of staff, management, governor or volunteer, this should be referred to the Designated Officer(s) for dealing with allegations. If the allegation is about the designated officer(s), this should be referred to the Chair of Governors and Safeguarding governor – Tom King. The allegation should be referred to the Local Authority Designated Officer for managing allegations against people who work with children (the “LADO”), Mark Gay on 0161 253 6168.

Use of photographic / video equipment

To comply with the Data Protection Act 1998, consent to take and use images of children within the school environment (including the school website) should be obtained from the parent / carer prior to the taking of photographs and/or video footage.

Parents / carers should be made aware of when, where and how the images may be used to give their consent. This permission is collected every September and a list of children, who are NOT to be photographed/videoed is circulated to all staff. Parent/carers are to inform school if their permission changes during the academic year and the list will be updated and re-circulated.

Parents/carers are allowed to photograph/video their child at school events, such as Celebration Assembly, plays and concerts etc, on the understanding that such images are for personal use only and should NOT be put onto any forms of social media. The member of staff leading the event should give parent/carers this instruction.

For further information, please refer to the [BSCB/GMSP Photography Guidance](#).

Safe Practice

We understand that all adults working in or on behalf of our schools have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will

always seek to ensure that all adults working in our school behave in a manner that fosters this relationship. We will ensure all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

We will ensure that our staff handbook sets out the explicit expectations we have for staff behaviour.

Staff will not contact pupils by mobile phones or demonstrate an inappropriate relationship with them on 'social media'. This includes being 'friends' with any pupil on any social media website.

Personal phones should be stored out of sight of pupils, and staff must not use mobile phones when working with children.

Volunteers and regular visitors who work in school on a regular basis are given an induction session (including Child Protection) with the relevant senior member of staff currently Peter Wood (Deputy Head)

Multi-agency Safeguarding Hub

Children's Services

The Haven –

Bury Police Station

Dunster Road

Bury BL9 0RD

Tel: 0161-253-5678

**Emergency Duty Team
(Outside Office Hours)**

Tel: 0161-253-6606

The Police can also be contacted where relevant:

If the child is in immediate danger	Tel: 999
Otherwise: Public Protection Investigation Unit (PPIU)	Tel: 0161/856/8063
(Outside Office Hours)	Tel: 101

Be prepared to give the following information:

- Your name
- Your address
- Your telephone number
- Your role in the organisation
- Clear details given from your records of the incident or disclosure
- The action you have taken so far, including whether or not you have spoken to the parents/carers and whether or not they have given you permission to pass on your concerns.

A telephone call to the Multi-Agency Safeguarding Hub team must be followed up within 48 hours with a [completed inter-agency referral form](#) detailing the main points of the conversation. This is the responsibility of the Designated Officer(s).

The Multi-Agency Safeguarding Hub team are responsible for the course of action. The decision should be made within one working day and you should be advised of the decision.

Other helpful contact details

NSPCC Helpline: 0808 800 5000

Criminal Records Bureau: 03000 200 190

[Bury Directory](#)

[‘What To Do If You’re Worried A Child Is Being Abused’](#)

Bury Safeguarding Children Board website

www.safeguardingburychildren.org

Updated policy guidance that is published on the Greater Manchester partnership website (Tri.x), of which Bury Safeguarding Children’s Board is signed up to, has extensive guidance and policies

The Greater Manchester Partnership <http://greatermanchesterscb.proceduresonline.com/>

Appendix 1: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or the conduct of an adult in our school, you must share this information immediately with our Designated Officer(s) either Mike Lonsdale (Head Teacher) or Bev Davidson (Assistant Head).

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated officers detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the staffroom or school office. Please ensure you complete all sections as described.

If you are unable to locate the Designated Officer(s) ask a member of staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should also be reported immediately to the Designated Officer(s). If an allegation is made about the Designated Officer, you should pass this information to the Chair of the Governing Body, Tom King. Alternatively, you can contact the Local Authority Designated Officer (LADO), Mark Gay on 0161 253 6168.

The people you should talk to are:

Designated Officer: Mike Lonsdale (Head Teacher)

Or

Designated Officer: Beverley Davidson (Assistant Head Teacher)

Chair of Governing Body: Tom King
Contact Number: 07891 029253

At Wesley Methodist Primary School we strive to safeguard and promote the welfare of all of our children.

Wesley Methodist Primary School
Safeguarding Initial Concerns Form

Name.....

Class.....

<u>Concerns</u>	<u>Date</u>	<u>Time</u>

<u>Action Taken</u> (to be completed by Safeguarding Lead Officer)	
<u>Date</u>	<u>Time</u>

Member of staff reporting.....

Member of Safeguarding Team

****If child has any marks/injuries - please record on the back of this sheet****

Body Map

Please indicate any marks/injuries on the Body Map

