CHIVENOR
PRIMARY SCHOOL

# Safeguarding and Child Protection Policy

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Chivenor Primary School the governing body and the Griffin Schools Trust recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children and young people receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Chivenor Key Personnel:

| School | |
|---|---|
| Designated Safeguarding Lead (DSL) | Chris Skilling |
| Deputy Designated Safeguarding Lead (DDSL) | Denise Cook, Sylvia Werrett & Katy Brockington |
| Safeguarding Governor | Anne Powell |
| Chair of Governors | Ronald Pillay |
| SENDCo | Denise Cook |
| Local Authority Designated Officer (LADO) | Tracey Johnson 0121 675 1669<br>ladoTeam@childrenstrust.co.uk |
| Local Authority Children's Services | CASS (Children's Advice and Support Service)<br>0121 303 1888<br>Out of hours 0121 675 4806 |
| Prevent Duty Partner | Razia Butt<br>Razia.butt@birmingham.gov.uk<br>0207 340 7264 |
| Online Safety co-ordinator | Chris Skilling |
| Local Safeguarding partner | Birmingham Safeguarding Children's Partnership 01214 642 612 |

The legislation requires three statutory safeguarding partners (as set out below) to make arrangements and agree how they will work together and with relevant agencies to safeguard and protect the welfare of children in the area. The Statutory Partners are:

- the local authority
- Integrated Care Boards (ICBs) for an area any part of which falls within the local authority area
- the chief officer of police for an area any part of which falls within the local authority area.

# 1 Introduction

1.1 The Griffin Schools Trust Board recognises and takes seriously its responsibility to safeguard and promote the welfare of children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are committed to working together with other agencies to ensure adequate arrangements are in place to identify, assess, and support those children who are suffering harm.

1.2 We recognise that all adults within the Trust have a full and active part to play in protecting and safeguarding the children in our care, and that the pupil's welfare is our paramount concern.

1.3 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and 2011; The Childcare Act 2006; The Prevent Duty 2015; The Human Rights Act 1998 the Equality Act 2010, and in line with relevant government publications such as Working Together to Safeguard Children 2023, Keeping Children Safe in Education 2026 and the statutory framework for the early years foundation stage.

## 2 Purpose

2.1 The purpose of this policy is to:

- Support the child's development in ways that will foster security, confidence, independence and resilience
- Provide an environment in which children and young people feel safe, secure, valued, respected, feel confident and know how to approach adults if they are in difficulties, knowing that they will be effectively listened to
- Raise the awareness of all teaching and non-teaching staff of the need to take a full and active role in safeguarding children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensure all staff are aware that they have equal responsibility to act in accordance with this guidance on any suspicion or disclosure that may suggest a child is at risk of harm
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children
- Acknowledge and encourage the need for good levels of communication between all members of staff in relation to safeguarding pupils
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- Develop and promote effective working relationships with other agencies
- Ensure that all adults within the Trust who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and where necessary, a barred-list check.

## 3 Scope

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

3.2 Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated regulations and statutory guidance in respect of those children who have been identified as suffering or being at risk of suffering harm.

3.3 Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

3.4 Child refers to all young people who have not yet reached their 18th birthday. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

3.5 Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 4 Key Personnel and Responsibilities

4.1 GST is responsible for maintaining and updating the Trust-wide Safeguarding and Child Protection policy.

4.2 The Head and school governing body has overall responsibility for the internal strategic management of a whole school approach to safeguarding and the policy in the school.

4.3 The Chair of Governors and Nominated Safeguarding Governor will ensure that the content of this policy is upheld and that all appropriate training requirements are undertaken. Whole school safeguarding training and in curriculum planning will include a more personalized approach. Any weaknesses in the policy will be remedied immediately. The Chair and Safeguarding Governor will also ensure that the school operates safer recruitment procedures and has procedures in place for dealing with allegations of abuse made against staff. The Chair of Governors and Safeguarding

Governor are listed at the beginning of this document. The governing body will monitor and strategically lead all areas of Safeguarding and Child Protection.

4.4 The Designated Safeguarding Leads and the Deputy Designated Safeguarding Leads have undertaken the appropriate training required by this role.

4.5 The name of the Designated Safeguarding Leads and other members of staff responsible for Child Protection will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

4.6 To meet and maintain our responsibilities towards pupils we need to agree standards of good practice for all staff. Good practice includes:

- Being alert and aware of changes to a pupil's behaviour/ family circumstances, and recognising that changes can be an indicator/ reason for abuse
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues such as bullying, behaviour, physical contact, and information sharing
- Asking a pupil's permission before initiating physical contact, such as assistance with dressing, support during PE, or administrating first aid
- Referring all concerns about a pupil's safety and welfare to the Designated Safeguarding Lead, or if necessary, directly to the Children's Social Care.

4.7 Staff connected to the Early Years and Later Years provisions are under an ongoing duty to inform the school if circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to their contract of employment in respect of their ongoing duty to update the School.

4.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

4.9 Child protection concerns or allegations against adults working in the school are referred to the Local Authority Designated Officer for advice, contact details are listed at the beginning of this document. Where there are 'low level' concerns about staff conduct these will be addressed using procedures in the staff code of conduct. Any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. Referral will also be made to the Teacher Regulation Agency (TRA). Please refer to our DBS Policy for further guidance on this area. The Local Authority Children's Services contact details are listed at the beginning of this document.

4.10 The Prevent Duty Partner details are listed at the beginning of this document. Please see the section of this policy relating to radicalisation for more information on this.

4.11 Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

4.12 A Local Safeguarding Partnership (LSP) brings together organisations responsible for Safeguarding and agree on how they will cooperate with one another to safeguard and promote the welfare of children. The main responsibilities of the LSP are to co-ordinate and quality assure the safeguarding children activities of member agencies.

# 5 The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

5.1 The Designated Safeguarding Lead holds ultimate responsibility for Child Protection and Safeguarding in the school.

5.2 The DSL will act as a source of support and expertise to the school community and ensure child protection and safeguarding records are kept up-to-date and confidential.

5.3 The DSL will refer a child if there are concerns about possible abuse, neglect or exploitation to the Children's Services Social Care Team and act as the main point of contact for staff to discuss concerns.

5.4 The DSL will ensure that the social worker is notified when a child with a child protection plan in place is absent without explanation for two days and that a notification is made when a child on a plan changes school. The DSL will inform the social worker.

5.5 The DSL will develop effective links with relevant external agencies and liaise frequently with the Nominated Safeguarding Governor and Head. The DSL will make termly reports to governors about the implementation of the child protection and safeguarding policy and an annual report about the effectiveness of the policy.

5.6 The DSL will maintain effective links with the LSP and ensure that local practice requirements are adopted.

5.7 Staff training in relation to Safeguarding will be provided regularly and co-ordinated by the DSL who will take lead responsibility for safeguarding and child protection, including online safety. The impact of this training will be monitored. See section 16.2.

5.8 The DSL will help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a Social Worker) are experiencing, or have experienced, with staff. This could be done by, for example, making sure that staff know who these children are, understand their academic progress, and maintain a culture of high aspirations for them.

5.9 The DSL will evaluate any instances regarding the Prevent Duty and report to the Channel Programme as applicable. Please see the section of this policy relating to radicalisation for more information on this.

5.10 In the absence of the DSL, the DDSL will carry out the role as outlined above.

5.11 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make a referral.**

5.12 The DSL will undergo updated child protection training at least every 2 years, with regular refresher training annually to keep updated with the national and local initiatives.

# 6 Safeguarding Definitions and Guidance

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2026 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;
- taking action to enable all children to have the best outcomes.

## 6.1 Different forms of abuse

6.1.1 To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse, neglect or exploitation. Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Forms of abuse also include emotional, financial and stalking. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

6.1.2 Physical abuse 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.

6.1.3 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 for meeting the needs of another person. 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

6.1.4 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 as outlined in paragraph 28 of Keeping Children Safe in Education 2026, 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. 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 can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 6.3.4)

## 6.2 Neglect

6.2.1 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 6.3 Child on Child sexual violence and sexual harassment

6.3.1 The school recognises that children are capable of abusing their peers, and that this abuse can include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

The values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

Schools should recognise the impact of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As a school:

- We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".
- We will follow both national and local guidance and policies to support any children/young people subject to child on child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.
- We will follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools.
- We will always record episodes of 'up-skirting'.
- We will monitor, act, analyse and report on this and all forms of child on child abuse (prejudice & bullying).

6.3.2 While bullying between children is not a separate category of abuse, neglect or exploitation, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. If the bullying is particularly serious, or the anti-bullying procedures are deemed ineffective, the Head and DSL will consider implementing child protection procedures.

6.3.3 The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

6.3.4 Child on Child Sexual Violence and Sexual Harassment

Sexual violence reports from children is important. A culture of vigilance, of being pro-active and a zero-tolerance approach ensures that children are confident to report concerns. (Sexual abuse in Schools and Colleges Ofsted). Victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them. Staff must inform the DSL (or Deputy), as soon as practically possible, if the DSL (or Deputy) is not involved in the initial report. The DSL (or Deputy) will manage the report in line with current guidance in KCSIE.

When taking down details of any harassment, the staff member devotes their full attention to the child and listens to what they are saying. All children are reassured, supported and taken seriously, they are never made to feel ashamed. When making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Nevertheless, it is essential a written record is made.

6.3.5 Confidentiality

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. Staff taking a report should never promise confidentiality.
The DSL (or a DDSL), should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- sexual assaults are crimes. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains.

If a referral to local authority children's social care and/or a report to the police is made against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the

victim and appropriate specialist support should be offered. Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

6.3.6 Risk Assessments

Report of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer. It is important to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

## 6.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

6.4.1 CSE involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. Sexual exploitation can take many forms. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, manipulation, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and may not see themselves as a victim and may resent interference. However, this should not influence whether or not a referral is made. Some of the following signs may be indicators of CSE: children appear with unexplained gifts, who may have an older boyfriend or girlfriend, who misuse drugs and alcohol, who are absent for periods of time or suffer changes in their emotional well-being.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently absent or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

6.4.2 CCE is where an individual or a group takes advantage by power to coerce, manipulate or deceive a child or young person into committing a criminal act. CCE of children/young person can involve force/enticement-based methods of compliance, which can involve threats of violence or actual violence and may include:

- Travelling outside of the area they live in on public transport - County lines
- Committing crimes on behalf or requested by others because friends/family are being threatened with violence to settle debts or fabricated debts
- Being forced to commit crimes so they can be part of a gang
- Being encouraged or manipulated to commit crimes by social media
- Receiving food, money, status in return for storing weapons or drugs
- Participating in 'cuckooing', a form of crime in which drug dealers take over the home of a vulnerable person in order to use it as a base for drug dealing.

Some of the following signs may be indicators of CCE: Wearing new clothes, having money, mobile phones etc. without a reasonable excuse; gang association or isolation from friends, different friends/social network; exclusion or periods of absence from school; going missing from home/care without explanations; receiving lots of texts or calls.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## 6.5 Female Genital Mutilation (FGM)

6.5.1 All staff need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

For more information on the warning signs in relation to FGM, please visit the government advice link:
https://www.gov.uk/government/publications/female-genital-mutilation-guidelines

6.5.2 There is a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they suspect that FGM appears to have been carried out on a girl under the age of 18.

In addition to FGM, the harmful traditional practice (HTP) of "ironing" a girl's chest with a hot stone to delay breast formation which is spreading in the UK. This is a practice whereby mothers, aunties or grandmothers use a hot stone to massage across the breast repeatedly in order to "break the tissue" and slow its growth. The perpetrators, usually mothers, consider it a traditional measure which

protects girls from unwanted male attention, sexual harassment and rape. Medical experts and victims regard it as child abuse which could lead to physical and psychological scars, infections, inability to breastfeed, deformities and breast cancer.

## 6.6 Mental Health

6.6.1 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and school has an important role to play in supporting the mental health and well-being of our pupils.

6.6.2 Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, all staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which staff are well placed to recognise.

These could include:

- significant changes in behaviour, • ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

6.6.3 Where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

6.6.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the DSL or a Deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

6.6.5 Additional information, advice and guidance has been published by the DFE, Public Health England and NSPCC.

## 6.7 Radicalisation

6.7.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

6.7.2 From 1 July 2015 all schools are subject to 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. This duty is known as the Prevent duty. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

6.7.3 It is possible to prevent vulnerable people from being radicalised during this process. However, there is no single way of identifying those individuals who are vulnerable. Radicalisation can occur in many ways including specific background factors or specific influences such as family and friends. Social media and the internet are also a major factor in the radicalisation of young people.

6.7.4 Risk Assessment requires a general understanding of the risks affecting children and young people in the community and how to identify individual children who may be at risk of radicalisation.

6.7.5 The school ICT network will ensure that appropriate filtering is in place to block terrorist or extremist material.

6.7.6 As with other safeguarding risks, staff should be alerted to changes in behaviour which could indicate that children may be in need of support or protection. Staff should use their professional judgement and act proportionately, which may include making a referral to the Channel programme.

6.7.7 Channel is a programme which focuses on providing support at an early stage to those who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. Following a referral to Channel an assessment will be made to the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrangements made for support to be provided to those individuals.

6.7.8 For more information on this guidance please visit the government advice link below or telephone 0207 340 7264: https://www.gov.uk/government/publications/channel-guidance

## 6.8 Absent from Education

6.8.1 We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely as patterns of absence are sometimes a cause for concern. Absence may be linked to overlapping issues and contextual safeguarding should be re-enforced.

6.8.2 A child absent from education is a potential indicator of abuse, neglect or exploitation. Attendance concerns are considered through pastoral, SEND and safeguarding processes so that barriers are identified and support is coordinated. Where a child has been absent from school without explanation and no contact has been received from home, a home visit should be undertaken within three days of absence where appropriate, taking account of the individual circumstances, known vulnerabilities and any safeguarding concerns. Where there is an immediate concern regarding a child's safety or welfare, action may be taken sooner. Emerging concerns may lead to supportive conversations, letters, telephone calls, meetings, attendance plans, home visits, early help or external-agency involvement.

The DSL will monitor unauthorised absence, particularly where children are absent on repeated occasions. Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to your local Councils Children Missing Education (CME) Service. Home visits will be conducted when appropriate.

*Reasonable steps include, but are not limited to:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits, where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file.

6.8.3 Prolonged absence and welfare contact

Where a reason for absence has been provided by a parent/carer, this does not remove the school's responsibility to consider the child's ongoing attendance, welfare and safeguarding needs.

Where absence is prolonged or repeated, particularly where the child has not recently been seen or spoken to directly by school, the DSL and Attendance Professional will review the circumstances and determine what reasonable and proportionate welfare contact is required.

This may include direct telephone or video contact with the child; inviting the child and/or parent/carer to meet at school or an agreed neutral location; seeking appropriate confirmation from another professional who has recently had direct contact with the child; liaison with relevant Local Authority services; or a home visit where appropriate and safe.

Where reasonable attempts to establish appropriate welfare contact are unsuccessful, the school will seek advice from and/or make a referral to the appropriate Local Authority service. This may include Warwickshire Attendance Service, Children Missing Education or Children's Social Care.

Decisions, attempts to make contact, professional advice received and the rationale for any escalation will be recorded. Please also refer to the school's Attendance Policy.

### 6.9 Illegal Drugs

When there is evidence or reasonable cause to believe that a young person is using illegal drugs appropriate action and support will be taken. Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers.

### 6.10 Youth Produced Sexual Imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- consensual and non-consensual taking and sharing nude photographs of U18s is a criminal offence
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- a person under the age if 18 is in possession of sexual imagery created by another person under the age of 18
- all incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'
- cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Early information sharing is vital. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement, the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. Youth refers to anyone under the age of 18.

### 6.11 Online Safety

Our pupils increasingly use electronic equipment daily to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram and Snapchat. Schools have appropriate filtering and monitoring on all school devices and school networks. All staff will undertake training to understand the process of the filtering and monitoring system.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating conditions.

Where pupils are learning remotely, staff will encourage parents to provide their child/ren with age-appropriate supervision and have the necessary parental controls in place on all devices. Parents/carers should be informed about who the child is likely to be interacting online with and which sites they will be asked to access. Remote teaching includes both recorded and live direct teaching time.

Schools are aware that the balance needs to be struck between 'over-blocking' sites and hence limiting access to needed information and the safeguarding of children from unsafe information. The governing body endure that appropriate filters and monitoring systems are in place and that staff review their effectiveness. The school has an online safety policy which explains how we try to keep pupils safe online in school and at home and how we respond to online safety incidents. Staff take online training to combat cyber bullying and internet safety. The school has appropriate filters and monitoring systems in place; however, the school is aware that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Pupils are taught about online safety throughout the curriculum, and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is listed at the beginning of this document. Risk Assessments are carried out annually alongside the policy review.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

**contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**Conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying.

**Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group https://apwg.org/

The school will adhere to the Department for Education's filtering and monitoring standards and should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision at least annually;
- block harmful and inappropriate content without unreasonably impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs.

Click here to access the government's filtering and monitoring standards
Click here to access the government's Cyber Security standards
Click here to access the government's Teaching Online Safety in Schools
Click here to access the government's Generative artificial intelligence in education

## 6.12 Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with social care or the Forced Marriage Unit 200 7008 0151.

## 6.13 Honour Based Abuse

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse, including violence, can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;

- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### 6.14 Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify their local authority Children's Social Care of the circumstances.

### 6.15 Children with family members in prison

Children with a parent or family member in prison are at risk of poverty, stigma and bullying, isolation and poor mental health. Performance at school may drop and they may have to take on extra responsibilities at home, including becoming young carers in some situations. The school is aware of which children have a parent or family member in prison, maintaining confidentiality where necessary.

### 6.16 Gangs, Organised Crime and County Lines

A gang is typically a noticeable group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse. Gang crime and serious youth violence is also often synonymous with knife crime and Child Criminal Exploitation (CCE).

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Teachers have the power to search pupils without consent for 'prohibited items' such as knives and weapons, alcohol, illegal drugs, tobacco, and any item that staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage to property. Parents should be informed and a witness should be present.

Anyone worried about a student involved in, or at risk from, gangs can call the NSPCC on 0808 800 5000.

### 6.17 Up Skirting

Up Skirting is now a criminal offence. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### 6.18 Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL (or a deputy). The DSL should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (e.g. immediately after school).

### 6.19 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

### 6.20 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of

domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Operation Encompass alerts when sent to the school are immediately acted upon. Details are gathered by relevant staff and recorded. Patterns are monitored and discussions had with social care when relevant.

'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

6.21 Alternative Provision

Where the school uses an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The school will ensure that safeguarding arrangements in the provision are compliant and that robust and regular communication and monitoring will take place.

Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

# 7 Safeguarding and Child Protection Procedures

Creating a culture of safeguarding within school requires all staff to adopt an approach where they are professionally curious, regarding any concerns about children and that they maintain an attitude that 'it could happen here'.

## 7.1 Indicators of abuse and what you might see

7.1.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

7.1.2 Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for

- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless regarding their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

7.1.3 Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges of which staff need to be aware. Disability and special educational needs children may be more prone to be persistently absent from education, involved in 'honour based' abuse, have a parent in prison or be involved in county lines. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.
- the duty to make reasonable adjustments for disabled children and young people.

7.1.4 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns.

7.1.5 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL (and Deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

## 7.2 Taking action

7.2.1 Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as quickly as possible and if they are not available ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only, do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## 7.3 If you suspect a child is at risk of harm

7.3.1 There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child

the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

7.3.2 Ensure these concerns are recorded and reported to the DSL. If the child does begin to reveal that they are being harmed, you should follow the advice in the section 'If a child discloses to you'. If, following your conversation, you remain concerned, you should discuss your concerns with the DSL.

7.3.3 The Department for Education has produced advice titled "What to do if you are worried a child is being abused 2015- Advice for practitioners" to help practitioners identify child abuse, neglect and exploitation and take appropriate action in response.

## 7.4 If a child discloses information to you

7.4.1 It takes a lot of courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

7.4.2 If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on, you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

7.4.3 During your conversation with the child allow them to speak freely. Remain calm and do not overreact as the child may stop talking if they feel they are upsetting you. Give reassuring nods or words of comfort and do not be afraid of silences, remembering how hard this must be for the child. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.

7.4.4 Under no circumstances ask leading or investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother thinks about all this.

7.4.5 Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.

7.4.6 Report verbally to the DSL and write up your conversation as soon as possible on the agreed record keeping system Child Protection Online Management System (CPOMS) is the Trust's secure web-based system and used to monitor, log and manage all safeguarding, child protection, pastoral and welfare concerns. Always ensure you seek support if you feel distressed.

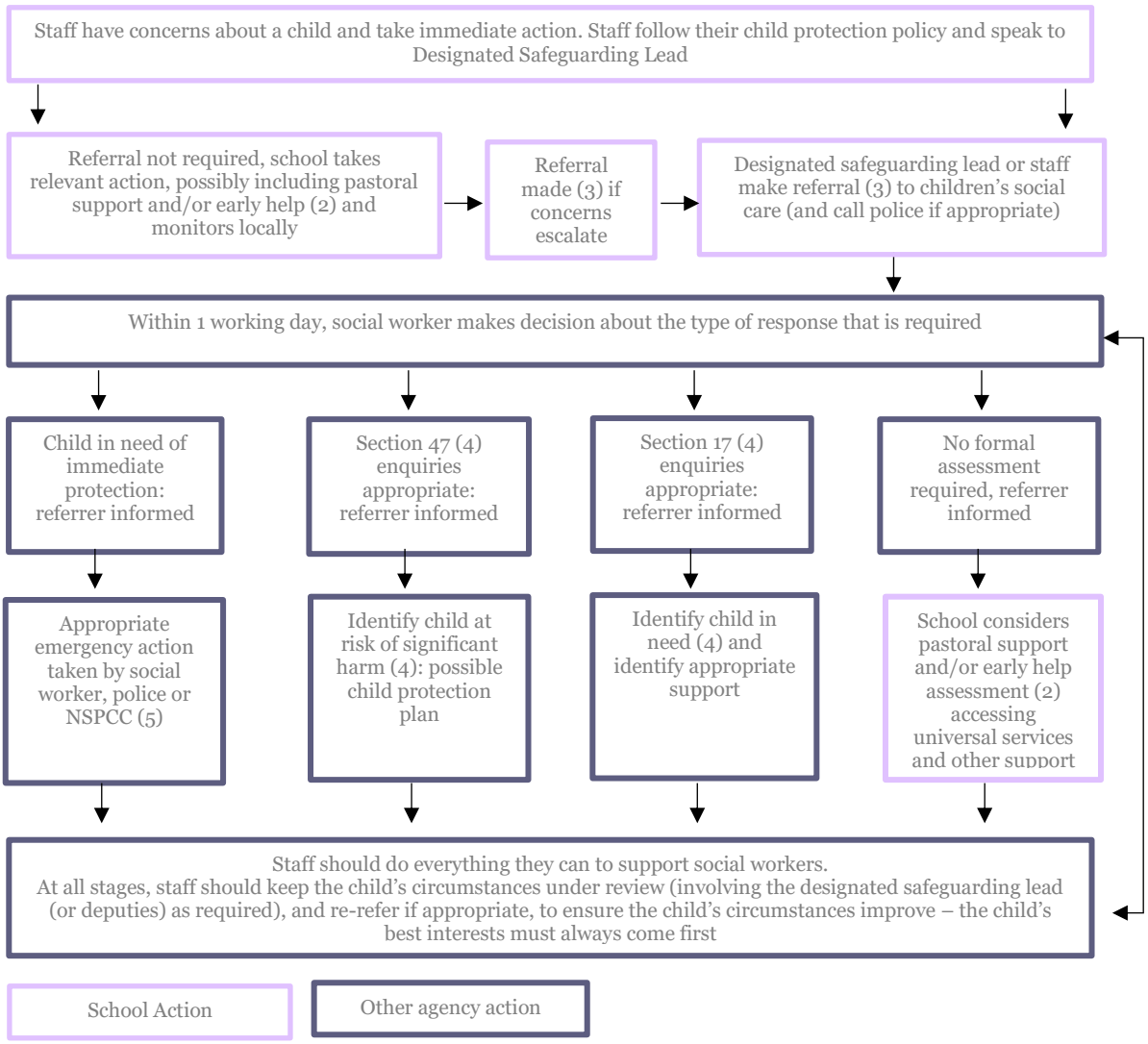
## 7.5 Notifying parents

7.5.1 The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Click here to access the governments Behaviour in Schools Guidance

## 7.6 Referral to children's social care

7.6.1 This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**




(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
(5) This could include applying for an Emergency Protection Order (EPO).

7.6.2 Escalation
Where there is a difference of opinion between the school and the LA about the level of risk to a child and or the need for statutory services, the DSL must seek an explanation for this from the LA, if the DSL remains concerned about the decisions reached, they should follow the LSP escalation protocol. Any differences of opinion should be recorded on the child's record.

# 8 Supporting Children - Opportunities to teach Safeguarding

The school will ensure that children are taught about safeguarding, including online safety. This will be considered as part of providing a planned broad and balanced curriculum. This will include covering relevant issues for school through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The DSL will ensure that the curriculum covers all the information a child needs to keep themselves safe related to age and stage of development.

8.1 Schools are required to provide a co-ordinated approach to early help. We recognise that providing early help and early information sharing are more effective in promoting the welfare of children, than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life and we are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- is showing signs of radicalisation
- is persistently absent.

8.2 When a child requires support from more than one agency (e.g. education, health, housing, police), the school will follow local procedures e.g. by completing an Early Help Assessment (EHA) and identify what help the child/ family require, to prevent their needs escalating to a point where intervention via a statutory assessment under the Children Act 1989 is needed.

8.3 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

8.4 Our school will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of school life, including through the planned curriculum
- Promoting a caring, safe and positive environment within the school by vigilance and explicitly promoting children's welfare
- Ensure that all children know there is an adult in the school who they can approach if they are worried or in difficulty

- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Services as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up-to-date list of children is regularly reviewed and updated
- Providing continuing support to a child (about whom there have been concerns) who leaves the school, by ensuring that such concerns are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.
- Safeguarding records must be transferred directly from DSL to DSL (Designated Safeguarding Lead), separately from the main pupil file, ensuring a secure transfer of custody within 5 days.
- Listening to a child's wishes and feelings and understanding their lived experience.

8.5 Children in Early Years are encouraged to understand how to keep themselves safe and this will be developed throughout their time in Early Years.

8.6 Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect or exploitation and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Vulnerable children and those who need a social worker are at risk of poorer educational outcomes, and the school will recognise this by ensuring relevant educational support is provided. The Virtual Head Teacher within the Local Authority also has oversight of attendance, attainment and progress of looked after children and children in need.

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

8.7 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

# 9 Supporting Staff

9.1 We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing regular sessions to talk through their anxieties and to seek further support.

# 10 If you have concerns about a colleague (including supply staff and volunteers)

The school will create a culture where all concerns about adults are shared, recorded and dealt with. Our 'low level' concerns policy describes how we deal with concerns that do reach the threshold for safeguarding. This approach promotes a culture of safety and transparency for all.

10.1 Staff who are concerned about the conduct of a colleague (including supply staff and volunteers) towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head. Complaints about a Head should be reported to the Trust Chief Executive.

# 11 If you have concerns about the safeguarding practices within the school or have a complaint

11.1 Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures are in place to raise such a concern with the school's management team. Please refer to the Whistleblowing Policy for full details.

11.2 Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Complaints from staff are dealt with under the school's grievance procedures.

# 12 Allegations made against staff (including supply staff, volunteers and Contractors)

12.1 All staff (including supply staff, trainee teachers, volunteers and Contractors) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 We understand that a pupil or parent may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head or the most senior teacher if the Head is not available.

12.3 If the allegation concerns the Head it should be reported to the Chair of Governors or Trust Chief Executive Officer immediately. In these instances, any reference to the Head in this section should be read as referring to the Chair of Governors or Trust Chief Executive.

12.4 If the allegation meets any of the following criteria it should be reported by the Head to the Local Authority Designated Officer as soon as possible on that day.

- Staff have behaved in a way that has harmed a child, or may have harmed a child and/or
- Staff have possibly committed a criminal offence against or related to a child and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Staff have behaved or may have behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

12.5 Any member of staff who believes with reasonable cause that allegations about staff are not being referred to the Local Authority Designated Officer (LADO) or handled appropriately may refer the matter directly to the Local Authority Designated Officer.

12.6 For allegations against Early Years staff, Early Years volunteers or anyone who resides at the premises, Ofsted must be notified as soon as is reasonably practical, but in any event within 14 days of the allegation being made and reported to the Local Authority Designated Officer. Not applicable to Secondary Schools.

12.7 Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the Local Authority Designated Officer.

12.8 Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will consult in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chief Executive with advice from the Local Authority Designated Officer and HR Advisor.

12.9 If an allegation is made directly to the police, they will co-ordinate with the Local Authority Designated Officer. The Local Authority Designated Officer will then discuss the allegation with the Head and, where necessary, obtain further details of the allegation. *The Head should not investigate the allegation at this stage. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.*

12.10 If the allegation is not definitively false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the Local Authority Designated Officer will immediately refer to Children's Social Care and request a strategy discussion with the Head.

12.11 If there is not cause to suspect that significant harm is an issue, but a criminal offence might have been committed, the Local Authority Designated Officer will immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve other agencies involved with the child.

12.12 After this initial consideration, if it is decided that the allegation does not involve a possible criminal offence, it will be for the school to deal with. In such cases, the Head will decide if a Disciplinary process is required and if so, will handle the matter in line with the current disciplinary policy. In a case in which Children's Social Care has undertaken enquiries, the Head should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

12.13 The Local Authority Designated Officer will continue to liaise with the school to monitor progress of the case and provide advice and support.

12.14 If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review.

12.15 If the police and/or Criminal Prosecution Service (CPS) decide not to charge the individual with an offence, or decide to administer a caution, or a Court acquits the person, the police aim to pass all information they have which may be relevant to a disciplinary case to the school as quickly as possible after the decision. The school will then consider the matter in line with the current disciplinary policy.

12.16 The outcome of the investigation of the allegation should be recorded as malicious, unfounded, false, unsubstantiated or substantiated.

12.17 If the person is convicted of an offence the police will inform the employer straight away so that appropriate disciplinary action can be taken.

12.18 Referral to the DBS and/or Teacher Regulation Agency (TRA) will be made at the conclusion of the disciplinary process where the threshold for referral is met. See also https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs

12.19 Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

12.20 Supply Teachers.

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency (referred to as 'the agency'). Whilst the school is not the employer of supply teachers, they should ensure allegations are dealt with properly. The school should not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school or the Trust should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the Trust when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school during the investigation.

## 13 Allegations against pupils

13.1 In most instances, the conduct of pupils towards each other will be covered by the Behaviour Policy. However, some serious allegations may raise safeguarding concerns including physical abuse, child on child abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely to be considered a safeguarding allegation if the allegation:

- is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student
- is made by a staff member against a pupil.

13.2 Examples of safeguarding issues against a pupil could include:

- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- blackmail or extortion
- threats and intimidation
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- encouraging others to attend inappropriate parties
- photographing or videoing other children performing indecent acts.

13.3 When an allegation is made by a pupil, staff will need to consider if the complaint raises a safeguarding concern. If there is a safeguarding concern the Head and DSL should be informed immediately.

13.4 A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

13.5 The DSL will contact the social care to discuss the case and will follow through the outcomes of the discussion. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

13.6 A risk assessment must be made to ensure that the pupils are kept safe and separated if necessary. A supervision plan should be put in place to ensure pupil safety.

13.7 If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and both sets of parents informed.

13.8 It may be appropriate to exclude the pupil being complained about for a period of time according to the Behaviour Policy.

13.9 Where neither Children's Social Care nor the police decide to investigate the complaint, a thorough school investigation should take place, with a risk assessment prepared and a supervision plan implemented, if required.

# 14 Confidentiality

14.1 All matters relating to child protection are confidential. The Head or DSL will disclose any information about a child to other members of staff on a need-to-know basis only.

14.2 All staff must be aware that they have a professional responsibility to share information with other agencies such as Social Care, Local Authority, Channel etc, to safeguard children.

14.3 All staff must be aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing, or that of another.

14.4 The Trust will always undertake to share our intention to refer a child to Social Care with their parents unless to do so could put the child at greater risk of harm or impede a criminal investigation.

14.5 All confidentiality will take into account the requirements to notify agencies of safeguarding concerns under the Children Act 1989, Working together to Safeguard Children and the Prevent Duty.

14.6 The Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

# 15 Sport

As children get older, some sports are typically taught and played in single sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. In other cases, schools may have adopted a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

# 16 Regulations and safeguarding requirements relating to school premises

## Toilets

Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender.

Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014 which apply to both maintained schools, academies and independent schools and reflects schools' safeguarding obligations.

Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.

It is important that schools keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

Where a school provides mixed-sex toilets in addition to single sex toilets, schools and colleges should assess safeguarding risks and plan accordingly, for example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor).

## Changing Rooms and Showers

Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, which require maintained schools, academies and independent schools to provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. This means that the changing accommodation and showers must be suitable for the pupils they are provided for, having regard to their ages, numbers, and sex and any special requirements they may have and is informed by the school's safeguarding obligations. When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms designated for the opposite sex.

If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children.

# 17 Physical Intervention

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given training and guidance to ensure they are clear about their professional boundaries.

It is up to the DSL to ensure that every staff member in the school, that may be called upon to use physical intervention, has been appropriately trained to deal with any potential scenarios that may arise.

Significant incidents involving the use of reasonable force or other restrictive intervention will be recorded in accordance with the school's internal procedures. Records may include, but are not limited to, the circumstances leading to the intervention, de-escalation strategies used, the nature and duration of the intervention, any injuries or welfare concerns arising, and any follow-up actions taken. Parents will be informed in accordance with the school's procedures. Staff and pupil wellbeing will be considered following any significant incident.

This information should be read alongside relevant school policies, Keeping Children Safe in Education 2026, and the Department for Education guidance Restrictive interventions, including use of reasonable force in schools.

## 18 Young carers

Schools should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

## 19 Safeguarding children with medical conditions

The fact that there has been an incident relating to the management of a child's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is provided in our statutory guidance on supporting Pupils at School with Medical Conditions and Allergy safety in schools. Statutory guidance about the support that pupils with medical conditions and allergies should receive at school.

## 20 Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. New staff, Governors and Trustees will receive training during their induction. All staff will receive training that is updated annually with refreshers throughout the year. It is also important to remember that safeguarding issues often overlap.

All members of staff:

- are provided with child protection awareness information at induction so that they know who to discuss a concern with
- are trained in and receive regular updates in e-safety and reporting concerns
- have child protection awareness training every year, to maintain their understanding of the signs and indicators of abuse
- know how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or disclosure of abuse
- are expected to have read at least Section One of Keeping Children Safe in Education 2026
- will have been notified of the details of the Local Safeguarding Partnerships-LSP and Prevent partners
- have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

- staff are trained to recognize Artificial Intelligence (AI) safety risks, online harms (including deepfakes/generative AI), and cyberbullying.

## 21 Safer Recruitment

The Trust endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2026. Refer to the GST Safer Recruitment Policy.

The Deputy Designated Persons who are involved in recruitment, along with at least one governor, will be trained in complete Safer Recruitment Training.

## 22 Use of Mobile Phones and Cameras

Where appropriate the school may provide a camera for staff to use to record images and videos. All recorded images should only be downloaded onto a school-based system and should be deleted once printed. At no time should a staff camera or mobile phone be used to record children.

Staff use of personal mobile phones during the working day must be appropriate, professional and in accordance with the staff code of conduct. Staff mobile phones should not be taken onto the playground and should be safely stored when in a classroom, unless being used for Health & Safety or operational reasons.

Parental consent will be sought for the use of photographs or videos in school and outside of school, such as on school trips and for promotional reasons. If images are used with consent, only first names or anonymised titles will be used.

The school's policy on E-safety outlines the expectations of pupils regarding mobile phones and cameras. In the EYFS setting, no pupils are permitted to bring mobile devices with any form of camera facility into the premises.

Parents may bring mobile phones into school but may only take photographs of their own child/ren, during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images might be unlawful.

The school is vigilant to ensure the appropriate use of social media.

## 23 Extended school and off-site arrangements

Where extended school activities are provided this policy will still apply for example school lettings. The provider will provide a copy of their own safeguarding and child protection policy as part of contractual arrangements. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

## 24 Site Security

Visitors to the school, including contractors, are expected to sign in and are given an identity (visitor) badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## 25 Record Keeping

The DSL will maintain child protection records and ensure they:

- Have details of at least two emergency contacts on every child's file
- Keep a clear and comprehensive summary of the concern about children even when there is no need to refer the matter
- Keep details of how the concern was followed up and resolved

- Keep a note of any action taken, decisions reached and the outcome
- Keep records in meticulous chronological order
- Keep all records secure and in locked locations
- Send all relevant records to the receiving school, college or education establishment when a pupil moves and that safe receipt is confirmed.

Child protection records will be maintained independently from the pupil's school files, e.g. on CPOMS or by using Appendix A and/or B, and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the DSL and any school leader that needs to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/ or parents/ carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If a request is received, please refer to the Head/Head of School, who will advise them that requests by individuals for their own data fall under a Subject Access Request (SAR) via the UK GDPR/Data Protection Act 2018, not an FOI. Furthermore, while safeguarding files can be exempt from disclosure if sharing would cause serious harm to the child, it is not an automatic blanket exemption. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

## 26 Monitoring and Review

This policy is reviewed by the Griffin Schools Trust Board and the school each year. Safeguarding incidents are monitored by the Trust to inform any required changes to the policy.

## Appendix A: Welfare Concern Form

Use this form to record any concern about a child's welfare, including at risk of homelessness or being homeless, and give it to the Designated Safeguarding Lead for child protection. If you suspect the child may be suffering abuse, neglect or exploitation, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the Designated Safeguarding Lead as soon as possible today.

| | |
|---|---|
| Child's full name | |
| Date of this record | |
| Why are you concerned about this child? | |
| What have you observed and when? | |
| What have you heard and when? | |
| What have you been told and when? | |
| Date and time you handed this form to the Designated Safeguarding Lead | |
| Class teacher/form tutor | |
| Your name and designation | |

Signature: _____

Have you spoken to the child? ☐ Yes ☐ No

What did they say? Use the child's own words

Have you spoken to anyone else about your concern? ☐ Yes ☐ No

Who?

Is this the first time you have been concerned about this child? ☐ Yes ☐ No

Further details:

| |
|---|
| Designated Safeguarding Lead or Deputy Designated Person Comments: |

## Appendix B: Record of concern

| **Information about Child** | |
|---|---|
| Child's full name | |
| Child's Address | |
| Child's Telephone | |
| Child's Date of Birth | |
| Child's Gender | |
| Is the child looked-after by the local authority or are there any other legal family arrangements? (for example, a residence order) | |
| When was the child first admitted to this school? | |
| Ethnicity, culture and religion | |
| Preferred language of child. Is any language support required? If Yes, please specify. | |
| Does the child have any disability, special educational need or are they disadvantaged for example, are they eligible for Free School Meals/Pupil Premium funding? If Yes, please specify. | |
| Does the child know this form has been completed? If not, why not? If yes, what did the child say? | |
| Has a Common Assessment Framework (CAF) been completed for this child? If Yes, please give date and reason for the CAF | |
| **Information on Parental Responsibility** | |
| Name, Telephone and Address of those with parental responsibility | |
| Relationship of those with parental responsibility to child | |
| Ethnicity, culture and religion of those with parental responsibility if known | |

| | |
|---|---|
| Preferred language of those with parental responsibility. Is any type of language support required?<br><br>Do those with parental responsibility have any disability, vulnerability or special need? How does this disability or special need affect the child? | |
| Details of any siblings | |
| Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?<br>Are there any attendance triggers or patterns causing concern? | |
| **Details of Concern** | |
| Why are you concerned about this child?<br>*Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself* | |
| What have you observed and when? *(This relates to anything you have personally witnessed)* | |
| What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)* | |

| |
|---|
| What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)* |
| If an allegation has been made, give any details you have about the alleged abuser: |

| **Reporting** | |
|---|---|
| Date and time of this record | |
| Your Name | |
| Your Position | |
| Do those with parental responsibility know this form has been completed? If not, why not? If yes, what did they say? *NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the Designated Safeguarding Lead first.* | |
| Does the child have any visible injury, or have they told you they have been injured? If yes, has medical advice been sought? | |
| Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid) | |
| Name and position of the person this record was handed to: | |
| Date and time the above person received this record | |
| If this record has been handed to anyone other than the Designated Safeguarding Lead please explain why | |

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____

Hand this form to the Designated Safeguarding Lead before you go home. If the Designated Safeguarding Lead is unavailable, hand it to their Deputy, the Head or your line manager.

**NB:** If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.