

Safeguarding Policy



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Version:	Author:	Approver:	Date:	Comment:
V1	KD	PAW	21/1/19	Change to managing allegations, P16 - added The school/trust should notify the DBS where an employee has been disciplined or dismissed as a result of allegations being founded. The school/trust should work in collaboration with the LADO and HR advice to complete this referral process.
V2	KD	PAW	10/8/20	Changes made to reflect KCSIE 2020
V3	KD	PAW	16/09/21	Changes made to reflect KCSIE Inter-Agency Working - We develop and promote effective working relationships with other agencies, including the Local Authority, the clinical commissioning group and the Police. Peer on Peer Abuse - It is also recognised that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

				Additional detail around forms of abuse.
V4	KD	PAW	19/7/22	Updated linked to KCSIE - terminology change from peer on peer to Child on Child
V5	TG	KD	28/7/24	Updated linked to KCSIE. Updated LGB responsibility
V6	TG	KD	18/07/25	Updated linked to KCSIE 2025 Amended wording to strengthen link to working together to safeguard children Strengthened section related to online safety Added reference to WWPAT AI Policy

V6

Child-centred

Collaborative

Curious

Challenging

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1. Purpose, Aims and Scope

- 1.1. The purpose of our School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and we expect everyone who works in our school to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child.
- 1.2. Our definition of Safeguarding is:
 - Promoting the welfare of children
 - Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's mental and physical health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.3. This policy will give clear direction to all stakeholders including governors, employees, supply employees, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.4. Our Trust fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils. The elements of our policy are prevention, protection and support.
- 1.5. This policy applies to all pupils, employees, governors, parents, volunteers, and visitors

2. Our Ethos

- 2.1. Safeguarding is considered everyone's responsibility and as such the Trust and school aims to create an environment within which every pupil has the opportunity to be safe and achieve their full potential.
- 2.2. The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of employees if they are worried or concerned about something.
- 2.3. 'Everyone' who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the right help at the right time' to address risks and prevent issues escalating. All employees are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- 2.4. All employees and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.5. Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills, for example arranging frequent visitors into school such as the police, fire brigade and school nurse, running NSPCC visits and Safer Internet Day.
- 2.6. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2023)

3. Roles and responsibilities

3.1. Trust Directors

The White Woods Primary School Trust has a Board of Trustees whose legal responsibility is to ensure that we have effective safeguarding policies and procedures in place that are reflected in the safeguarding practices and culture across all Trust schools. The Trust Board has mechanisms in place to ensure robust monitoring to provide assurance of compliance.

The Trust Board's named Director for safeguarding is Julie Parry.

3.2. Local Governing Bodies

Local Governing Bodies ensure that this policy is made available to parents/carers if requested. The Local Governing body plays a key role in seeking stakeholder views; parents/carers, pupils and employees, a key element of this is to garner evidence of the school's safeguarding culture.

3.3. Headteacher

At our school the Headteacher will ensure that safeguarding policies and procedures are followed by ALL employees.

The Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of employees to act as the Deputy Designated Safeguarding Lead (Deputy DSL) in his/her absence to ensure there is always cover for the role.
- Ensuring that all employees, supply/agency employees and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.

- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of employees.

3.4. **Designated Safeguarding Lead**

- 3.4.1. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role holder's job description. They should be given the time, funding, training, resources and support to provide advice and support to other employees on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other employees to do so, and to contribute to the assessment of children.
- 3.4.2. The names of the DSL and the Deputy DSL are shared with new employees as part of the school's employees induction process. In addition to other relevant policies the following policies must be shared with new employees as part of the induction process:
- The behaviour policy
 - The employees code of conduct
 - The safeguarding response to children who go missing from education.
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- 3.4.3. The DSL and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping children safe in education 2025.
- 3.4.4. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other Designated Safeguarding Leads etc.

- 3.4.5. The DSL and Deputy DSL will provide advice and support to other employees on child welfare and child protection matters.
- 3.4.6. The DSL and Deputy DSL at the School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi- agency meetings and contribute to the assessment of children, including Early Help assessments.
- 3.4.7. The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.
- 3.4.8. When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- 3.4.9. The DSL is responsible for ensuring that all employees members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all employees, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping children safe in education 2025.
- 3.4.10. The Designated Safeguarding Lead is responsible for ensuring that all safeguarding issues raised are effectively responded to, recorded, and referred to the appropriate agency. They are also responsible for arranging whole school/ safeguarding training for all employees and volunteers who work with children and young people in the school/establishment and that this training takes place at least every two years. The DSL is responsible for

maintaining accurate and up to date records of all safeguarding concerns.

- 3.4.11. The Designated Safeguarding Lead ensures that safeguarding procedures are in line with those of the Local Safeguarding Partnership, including mandatory attendance at the Local Safeguarding Partnership training programme and receiving monitoring visits from the professional advisor or local authority delegated employees. Our Designated Safeguarding Lead ensures that a senior employee who has the relevant training and access to appropriate supervision, attends: all conferences, core groups or meetings where it concerns a child at one of our schools and to contribute to multi-agency discussions to safeguard and promote the child's welfare.
- 3.4.12. The Designated Safeguarding Lead ensures that the Trust Annual Safeguarding Audit is completed and submitted to the Trust in the agreed timeframe. When the audit highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the named governor for safeguarding and the Trust DSL to ensure these improvements are implemented. The audit is to be shared annually with the local authority and the Trust, which will have an auditing role in ensuring that the school is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

3.5. **Inter-Agency Working**

- 3.5.1. We develop and promote effective working relationships with other agencies, including the Local Authority, the clinical commissioning group, and the Police.
- 3.5.2. We ensure that relevant employees and members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

- 3.5.3. We participate in Local Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the Local Safeguarding Children Board.

3.6. **Child Protection**

- 3.6.1. All child protection concerns need to be acted on immediately. If employees at a school are concerned that a child may be at risk or is actually suffering abuse, they should inform the school/establishment's designated safeguarding person immediately. They should also follow the procedure set out in this policy which are in line with the LCSP.
- 3.6.2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a significant role to play in safeguarding children.
- 3.6.3. All adults have a duty to refer all known or suspected cases of abuse to their local authority children's services or the police. Where a disclosure is made to a visiting employee from a different agency, e.g. school nurse, education welfare officer, it is the responsibility of that agency employee to formally report the referral to the designated safeguarding lead in the first instance. A referral should not be delayed if it is felt/identified that a child is at immediate risk.
- 3.6.4. It is the responsibility of every member of employees, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.
- 3.6.5. Victims should always be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment (Paragraph 18 KCSIE 2022).

4. Recognising concerns, signs and indicators of abuse, neglect and exploitation

4.1. Safeguarding is not just about protecting children from deliberate harm. It includes pupil safety, child on child abuse, bullying, racist abuse and harassment, educational visits, intimate care, children missing education, mental health and online safety. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

4.2. Abuse can often be difficult to recognise as children/young people may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

4.3. The following indicators listed under the categories of abuse and neglect are not an exhaustive list:

4.4. Abuse

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

4.5. **Physical abuse**

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning, and suffocating or otherwise causing physical harm to a child/young person. It can also result when a parent/carer deliberately causes the ill health of a child/young person in order to seek attention through fabricated or induced illness. (This was previously known as Munchausen's Syndrome by Proxy.)

4.6. **Emotional abuse**

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

4.6.2. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone. Symptoms that indicate emotional abuse include: Excessively clingy or attention seeking.

- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.

- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

4.7. **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (also known as peer on peer abuse) in education and all employees should be aware of it and of their school or colleges policy and procedures for dealing with it.

4.8. **Neglect**

- 4.8.1. Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person is born, neglect may involve a parent/carer failing to:
 - 4.8.2. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - 4.8.3. Protect a child from physical and emotional harm or danger;

4.8.4. Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

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

4.9. Exploitation

4.9.1. Child exploitation is when someone uses a child for financial gain, sexual gratification, labour or personal advantage. Using cruel and violent treatment to force a child to take part in criminal or sexual activities often leads to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral or social development.

"The exploitation of children can take a number of different forms and perpetrators may subject children and young people to multiple forms of abuse at the same time, such as criminal exploitation (including county lines) and sexual exploitation."

5. Procedures for Managing Concerns.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully.
- Do reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Do let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Do inform your Designated Safeguarding Lead as soon as possible.
- Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- Do not include your opinion without stating it is your opinion.
- Do refer without delay

5.1. **Reporting concerns to the Designated Leads.**

Safeguarding and welfare concerns must be logged on CPOMS and the DSL notified before the end of the school day. This includes concerns raised by others, including support employees, supply employees, parents and volunteers in school. This may instigate 'early help' systems. CPOMS is checked by the DSL or Deputy DSL each day.

5.2. **Reporting Welfare Concerns**

5.2.1. Welfare concerns must be logged.

5.2.2. General Welfare Concern – child inappropriately dressed - e.g. skirt too short, footwear, unkempt, dirty, odour, poor dental hygiene, on-going changes in behaviour, observed behaviours of parent/carer with child, visible injuries to the child that are explainable – e.g. 'My sister scratched me when I was playing.'

5.2.3. Urgent Welfare Concern – child coming to school hungry, no packed lunch, ill, stealing food, looking malnourished, sudden change in normal behaviours (withdrawn, weepy, sulky etc.), inadequately dressed – e.g., no coat in winter, wet shoes, persistent lack of glasses over a week. Immediate log in CPOMS, immediate intervention which may be linked to parental contact, speaking to the child or referral to outside agencies

5.3. **Procedures for dealing with a Disclosure**

5.3.1. Any suspected Child Protection issues must be dealt with as a matter of priority. There should be no delay in recording and reporting any instances. These include:

- Visible marks on the child that are not satisfactorily explained.
- Child discloses that they have been abused.
- Reporting of abuse from other agencies including parents.

5.3.2. All employees must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of employees based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.
- Enter details onto CPOMS immediately and inform the Designated Safeguarding Lead, or one of the Deputy Safeguarding Leads immediately.
- Employees must not investigate the matter themselves.

5.3.3. Employees should:

- Reassure and support the child. Tell them that they have to report it but that this will be handled confidentially.
- Not disclose to parents.
- Discuss concerns in the first instance with the DSL, or the Deputy DSL in their absence or the Headteacher as soon as possible and at least by the end of the morning or afternoon session of that day.
- Ensure that their actions do not abuse the pupil further or prejudice further enquiries, for example:
 - Listen to the pupil
 - Observe bruises/marks but not to ask a pupil to remove their clothing to observe them
 - Accept what the pupil says
 - Stay calm - the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "What did s/he do next?". It is our role to listen - not to investigate.
 - Use open questions such as "Is there anything else you want to tell me?" or "Yes?" or "And?"
 - Be careful not to burden the pupil with guilt by asking questions like "Why didn't you tell me before?"
 - Acknowledge how hard it was for the pupil to tell them

- Do not criticise the perpetrator, the pupil might have a relationship with them
- Do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

5.4. Recording information

- 5.4.1. The disclosure must be recorded in full on CPOMS.
- 5.4.2. If it is an observation of bruising or an injury try to record detail, e.g. 'right arm above elbow' – indicate on the body diagram on CPOMS. Pass this information to the designated lead immediately.
- 5.4.3. Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms'). Use reported speech.

5.5. Making a Child Protection Referral

- 5.5.1. Once alerted, the Designated Safeguarding Lead will immediately review and assess the content of the report and, using their professional judgement, will make a decision as to whether the following actions are to be taken to establish the full facts:
 - Engage in further discussion with the person who completed the report and add information if appropriate.
 - Discuss with other parties i.e., the pupil, parents, other employees.
- 5.5.2. Following the initial review, the DSL will agree the next steps, which may be:
 - No further action but monitor the situation.
 - Agree individual pupil support/monitoring.

- Seek advice from Children's Social Care
- Referral to Children's Social Care.

5.5.3. If referral is necessary, an immediate telephone call will be made to Children's Social Care. A full written log of the telephone referral will be made stating the date, time, name of contact and outcomes of the conversation using CPOMS, any further communication including meetings and phone calls will be recorded so that there is a clear trail of reporting and action.

5.5.4. If not satisfied with the response or outcome of the referral, the DSL will continue to pursue the action by speaking to Team Leaders, Duty Managers and by contacting the Local Authority Designated Officer (LADO).

5.6. **Supporting pupils**

5.6.1. Employees and governors recognise that a child or young person who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth.

- We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

5.6.2. *The school will support all pupils by:*

- Discussing child protection cases with due regard to safeguarding the pupil and his or her family
- Supporting individuals who are or thought to be in need or at risk in line with LSCP procedures
- Encouraging self-esteem and self-assertiveness

- Challenging and not condoning aggression, bullying or discriminatory behaviour
- Promoting a caring, safe and positive environment.

5.7. Confidentiality

- 5.7.1. A pupil's views will be considered by the DSL in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that action.
- 5.7.2. The personal information about all pupils' families is regarded by those who work in this school as confidential. All employees and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.
- 5.7.3. Employees understand that they need to know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other employees on this basis. It is inappropriate to provide all employees with detailed information about the pupil, the incident, the family and the consequent actions.
- 5.7.4. When transferring information about Child Protection files, the DSL must ensure that this information is shared confidentially and sensitively following the advice set out in the GDPR guidelines for the sharing of information.
- 5.7.5. Where there is a safeguarding concern, employees ensure that the pupils' wishes, and feelings are considered when determining what action is to be taken and what services to provide. Systems are in place to enable pupils to express their feelings and give feedback. Ultimately, all systems and processes operate with the best interests of the pupils at their heart.

5.7.6. Employees must be aware that:

- They cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the them or other pupils safe
- Where there are concerns about a pupil's welfare, relevant agencies need to be involved at an early stage. If an employee or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the employee should speak to the designated person, as soon as possible with a view to passing on the information.

6. Working with Parents and Carers

- 6.1.1. Parents and carers play an important role in protecting their children from harm. Our policy aligns with the enhanced expectations of "Working Together to Safeguard Children 2023" for multi-agency collaboration and a whole-family focus, ensuring we strengthen working relationships across all services and with parents and carers to build positive, trusting, and co-operative relationships.
- 6.1.2. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to the LCSP Hub. If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's child protection file with a full explanation for your decision.
- 6.1.3. Where there are any doubts, the designated lead should clarify with the LCSP Hub whether, and if so when and by whom, the parents should be told about the referral.
- 6.1.4. The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

6.2. Early help for children and families

6.2.1. Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later. Our school works together with other agencies to provide a coordinated offer of early help, in line with Working together to safeguard children 2023, to any child who needs it. We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

6.2.2. Any child may benefit from early help, but all school and college employees should be 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 from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- 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.

7. Managing Allegations

- 7.1. We are aware of the possibility of allegations being made against employees, supply employees or volunteers that are working or may come into contact with children and young people whilst in our school/establishment.

It can be that an employee, supply employees or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- 7.2. If an allegation is made against an adult in a position of trust whether they be employees, supply employees or volunteers this will be brought to the immediate attention of the headteacher, and where the headteacher is unavailable the designated safeguarding lead. In the case of the allegation being made against the headteacher this will be brought to the immediate attention of the chair of governors and the Trust Safeguarding Lead, Kate Davies. The headteacher/chair of governors must discuss with the local authority's designated officer (LADO) the nature of the allegations in order for the appropriate action to be taken.

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the employee for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending an employee from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- The school/trust should notify the DBS where an employee has been disciplined or dismissed as a result of allegations being founded. The school/trust should work in collaboration with the LADO and HR advice to complete this referral process.

- 7.3. Where there is an allegation about a supply teacher, schools should ensure allegations are dealt with in line with the school's policy.
- 7.4. All employees, supply employees and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- 7.5. All employees are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- 7.6. Employees can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Employees can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- 7.7. For specific guidance on how to respond to allegations against employees, please refer to the Whistle Blowing Policy which can be found in the employees room/office/employees intranet/network etc.

8. Training

- 8.1. The Headteacher, Designated Safeguarding Lead and Deputy Safeguarding Lead will undertake appropriate training on safeguarding/child protection every two years plus Safer Recruitment Training. In addition to basic child protection training the Designated Safeguarding Lead and deputy must attend the Working Together to Safeguard Children training, and then undertake refresher safeguarding training at least every two years (statutory requirement).
- 8.2. Any newly appointed Designated Safeguarding Lead must attend the Working Together to Safeguard Children training before taking lead responsibility for safeguarding. The Deputies Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.
- 8.3. All other employees who work with children, will undertake appropriate Safeguarding and Child Protection training to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at two yearly intervals, and temporary employees and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities at induction.
- 8.4. All members of the Trust Board and Local Governing Body undertake safeguarding training at least once every two years, this is recorded by the Trust/school.
- 8.5. The Chair of Governors will also undertake Safer Recruitment training.
- 8.6. All new employees will receive child protection training as part of their induction programme.

- 8.7. Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all employees are familiar with any changes to the school policy as they occur.
- 8.8. At least one member of every appointment panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained employees or governors in post. At any time, employees can access the NSPCC website for information and training and can speak to the Designated Safeguarding Lead for advice.
- 8.9. Safeguarding arrangements are reported on a termly basis to the local governing body. The Safeguarding policy is reviewed annually by Trustees, in order to keep it updated in line with local and national guidance/legislation. The Safeguarding Policy is available to parents/carers on the school website which has a translate function for inclusion, and hard copies of the policy to be available throughout school.
- 8.10. **Looked after children and children previously looked after**
 - 8.10.1. The relevant information is shared with appropriate employees in relation to a child's looked after status, including contact arrangements with birth parents or those with parental responsibility. This may mean that they are looked after under voluntary arrangements with consent of parents or on an interim or full care order. The relevant employees also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/ her.
 - 8.10.2. The DSL holds the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. In line with updated guidance, the Virtual School Head's role extends to promoting the educational achievement of all children

with a social worker and those in kinship care, and the DSL will ensure appropriate support and liaison for these groups.

- 8.10.3. The school continues to monitor previously looked after children to ensure that they remain safe.

9. Safer recruitment and Selection

- 9.1. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of 'Keeping children safe in education 2025. We have written recruitment and selection policies and procedures in place, and we always ensure that at least one member of every interview panel, when recruiting new employees, has completed safer recruitment training (as per the School Employee (England) Regulations 2009).
- 9.2. At all Trust Schools we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping children safe in education 2025 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information.
- 9.3. We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all employees members on the following:
- An identity check
 - A barred list check
 - An enhanced DBS check/certificate
 - A prohibition from teaching check

- A section 128 check (for management positions in independent schools (including free schools and academies)
 - A check of professional qualifications
 - A check to establish the person's right to work in the UK
 - Further checks on people who have lived or worked outside the UK
 - Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.
- 9.4. Safer Recruitment training is available to all relevant employees and governors who are involved in the recruitment process. See KCSIE Part three: Safer Recruitment.
- 9.5. The school maintains a comprehensive record of the checks that have been carried out to ensure that adults are suitable to work with children. This information is held in the school's single central record which is available to those entitled to examine this document. It is the Headteacher's responsibility to ensure that this document is kept up to date and holds all the relevant information. The following process outlines the school's procedure for vetting new employees:
- 9.6. It is a requirement for all agencies to ensure that all employees recruited to work with children and young people are properly selected and checked. We ensure that they have a member on every recruitment panel who has received appropriate recruitment and selection training and that all relevant employees are appropriately qualified and have the relevant employment history and checks undertaken to ensure they are safe to work with children/young people.
- 9.7. Volunteers who, on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school or college will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, the school may conduct a repeat DBS check (which should

include barred list information) on any such volunteer should they have concerns.

- 9.8. The school will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:
- The nature of the work with children;
 - What the establishment knows about the volunteer, including formal or informal information offered by employees, parents and other volunteers;
 - Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
 - Whether the role is eligible for an enhanced DBS check
 - Details of the risk assessment should be recorded
- 9.9. The school ensures any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. This is always checked upon arrival to the school. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.
- 9.10. No contractor is permitted to work unsupervised or engage in regulated activity if they do not have the relevant checks. If self-employed, the school will consider obtaining the DBS check
- 9.11. Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school obtains:
- written confirmation from the alternative provider that full safeguarding checks have been carried out on all staff at the establishment, i.e. those

checks that the school would otherwise perform in respect of its own employees.

- Notification from the alternative provision of any arrangement that could put a child at risk eg. Staff changes. This enables the commissioning school to ensure appropriate safeguarding measures have been taken e.g. safeguard checks on new staff.
- Confirmation as to where the child is based at all times during school hours including any subcontracted or satellite sites.
- Regular reviews (at least half termly) with alternative provision placements to ensure attendance needs are met and the setting is safe. The placement should be immediately reviewed and terminated if concerns are not addressed.

9.12. A school may make arrangements for their pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements. If this arrangement is organised by the school, they are the regulated activity provider. This means that the school ensures that the suitable checks are made for this regulated activity.

9.13. Where the pupils' parent(s) arrange their own homestay, this would be a private arrangement, therefore the school would not be the regulated activity provider.

10. Current National Safeguarding Issues

10.1. Attendance

"Working Together to Improve School Attendance" is now statutory guidance. Regular school attendance is crucial for a child's safety and well-being, providing a secure environment and access to professional monitoring and support. Our school strongly encourages the full attendance of all children and build relationships with children and families to support attendance. We recognise that "Working Together to

Improve School Attendance" is statutory guidance, and we are committed to following its principles and procedures. Where concerns about a child's attendance arise, particularly due to persistent absence or suspected abuse, these will be promptly reported to the local authority children's services and the Children Missing from Education Service. This ensures effective risk management and collaborative liaison with all relevant agencies to safeguard children from harm.

10.2. **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (see paragraph 33-42 in KCSIE 2022)

10.3. **Child Sexual Exploitation (CSE)**

- 10.3.1. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity
- 10.3.2. *(a) in exchange for something the victim needs or wants, and/or*
- 10.3.3. *(b) for the financial advantage or increased status of the perpetrator or facilitator.*
- 10.3.4. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

10.3.5. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

10.3.6. The department provide: [Child sexual exploitation: guide for practitioners](#)

10.4. **Child Criminal Exploitation (CCE)**

10.4.1. The above CSE indicators can also be indicators of CCE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

10.4.2. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

10.4.3. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

10.4.4. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;

- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

10.5. County Lines

- 10.5.1. 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”.
- 10.5.2. 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 be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. 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.
- 10.5.3. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in

county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

- 10.5.4. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

10.6. **Children and young people linked to gang activity**

We will endeavour to protect children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We take all reports seriously and will share this information appropriately with other agencies to safeguard all children and young people from harm.

10.7. **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility
- a close relative
- a local authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for schools/establishments to inform the local authority when they are made aware of a child or young person who may be subject to private fostering arrangements.

10.8. **Children Missing in Education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. We encourage the full attendance of all children at school.

Where concerns that a child is missing education and/ or because of suspected abuse are raised, these will be reported to the local authority children's services and the Children Missing from Education Service to effectively manage the risks and liaise with all relevant agencies.

10.9. **Modern Slavery and National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

10.10. **Cyber Crime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as 'cyber-enabled'. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

10.11. **Online Safety**

The ICT/Online Safety Policy recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation, misinformation, disinformation (including fake news) and conspiracy theories: technology often provides the platform that facilitates harm.

The policy provides the school with an effective approach to online safety to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

All staff receive training on new categories of online content risks, including misinformation, disinformation, and conspiracy theories, and the PSHE curriculum has been expanded to teach children about these risks and how to keep themselves safe.

Please refer to the Trust AI policy which in turn aligns with the DfE's guidance on "Generative AI: product safety expectations."

10.12. **Domestic Abuse**

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality". Children/young people may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children/young people, and it will often be appropriate for such children/young people to be regarded as "children in need" under the Children Act 1989. Where there is evidence of domestic violence, schools will report concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

10.13. **Operation Encompass**

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

10.14. **So-called “honour” based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If employees have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty

placed on teachers that requires a different approach (see following section).

10.14.1. **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

10.14.2. **Female Genital Mutilation Mandatory reporting duty for teachers**

10.14.2.1. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) 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 discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

10.14.2.2. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected

cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

10.14.3. **Forced Marriage**

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

10.15. **Prevent Radicalisation**

- 10.15.1. The Prevent strategy forms part of the Government's overall counter terrorism strategy. Its aim is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. It addresses all forms of terrorism, but prioritises according to the threat posed to national security.
- 10.15.2. The Counter-Terrorism and Security Act 2015 imposes a statutory duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. The government has produced guidance (issued under section 29 of the Act) for specified authorities, which they must have regard to when complying with the duty.
- 10.15.3. Schools and registered childcare providers (excluding further and higher education) are subject to specific prevent duty guidance. Information about this can be found in the schools and registered

childcare providers section of the prevent duty guidance in England and Wales which is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>

10.16. **Channel**

Channel forms part of the Prevent strategy. It is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

Schools statutory duties will include referral of vulnerable individuals who are at risk.

Information about schools' duty with Channel can be found in the Channel duty guidance at the above link. All employees employed by the school and members of the governing body are required to complete Prevent training.

10.17. **Safeguarding disabled children/young people**

Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm as non-disabled children/young people. Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and 'created vulnerability'. This may lead to disabled children/young people having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). We ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do

this, we ensure that employees and volunteers receive the relevant training to raise awareness and have access to specialist employees in the event they have concerns regarding the abuse of a disabled child/young person. The school's accessibility plan is available on the school website.

10.18. **Child on Child abuse**

- 10.18.1. Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- 10.18.2. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include:
- sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing harm
 - sexting- please see below.
 - initiation/ hazing type violence and rituals
- 10.18.3. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
- 10.18.4. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. It is also recognised that it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.

10.18.5. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a 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

10.19. **Sexual violence and Sexual harassment**

10.19.1. School's should refer to section 5 of Keeping children safe in education 2025 for guidance on how to manage reports of child sexual violence and sexual harassment.

10.19.2. Employees must challenge any form of derogatory and sexualised language or behaviour. employees should be vigilant to sexualised/aggressive touching/grabbing Recent DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Up-skirting'.

- 10.19.3. It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.
- 10.19.4. The DSL will make an informed response on a case by case basis using their professional judgement, supported by other agencies such as child's social services or the police as required. Any victim is reassured that their concerns are being taken seriously and that they will be supported and kept safe.
- 10.19.5. The DSL is trained to manage reports of child on child violence or sexual harassment. This means that the principles and procedures related to other safeguarding issues such as confidentiality and recording apply to these cases. CPOMs is used to maintain detailed records of these incidents and information is shared with the relevant adults. Recording includes the risk assessments for these pupils in order to keep them safe and these are kept under review by the DSL.

Aspects to consider are:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adults or school?
- Other related issues and wider context.

- 10.19.6. The school will support the victim throughout. Support is tailored on a case-by-case basis. This may include liaison with Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Child and adolescent mental health services (CAMHS), rape crisis centres or the Internet Watch Foundation (to potentially remove illegal images).
- 10.19.7. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, the school will provide a physical space for victims to withdraw.
- 10.19.8. Should the pupil move to another educational institution, the DSL ensures that the new institution is made aware of the incident so that support can be maintained.
- 10.19.9. Support is given to the perpetrator. It is important that the perpetrator is provided with an education, safeguarding support as appropriate and any disciplinary sanctions are implemented. This support will be tailored to the needs of the perpetrator. Again, if the perpetrator moves to another educational institution, the DSL ensures that the new establishment is aware of the incident.

10.20. **Serious Violence**

All employees should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include;

- Increased absence from school
- A change in friendship groups or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or significant change in well being
- Signs of assault or injury
- Unexplained new gifts or possessions

10.21. **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

10.22. **Youth produced sexual imagery ('sexting')**

- 10.22.1. The school will act and this will be dealt with as safeguarding concerns. The primary concern at all time accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016)
- 10.22.2. Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

- 10.22.3. All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Employees will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of employees may be more significant when considered in the light of other information known to the DSL, which the member of employees may not be aware of.
- 10.22.4. If employees become concerned about a YPSI issue in relation to a device in the possession of a pupil (e.g. mobile phone, tablet, digital camera), the employee will secure the device (i.e. it should be confiscated). This is consistent with DfE advice Searching, Screening and Confiscation - Advice for Headteacher, school employees and governing bodies (DfE February 2014), page 11 'After the search'.
- 10.22.5. Employees will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL.
- 10.22.6. The DSL will discuss the concerns with appropriate employees and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- 10.22.7. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately.
- 10.22.8. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.
- 10.22.9. The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated.

- 10.22.10. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- There are any offences that warrant a Police investigation
- Child protection procedures need to be invoked
- Parents/carers require support in order to safeguard their children
- A multi-agency sexual exploitation (MASE) meeting is required
- Any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services

Examples of aggravated incidents include:

- Evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- Evidence of coercing, intimidating, bullying, threatening and/or extortion of pupils by one or more other pupils to create and share indecent images of themselves
- Pressure applied to a number of pupils (e.g. all female pupils in a class or year group) to create and share indecent images of themselves
- Pressurising a pupil who does not have the capacity to consent (e.g. due to their age, level of understanding or

special educational needs) or with additional vulnerability to create and share indecent images of themselves

- Dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- Sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

- 10.22.11. The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the pupils involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.
- 10.22.12. In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.
- 10.22.13. Viewing the imagery - adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.
- 10.22.14. Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- Is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- Is unavoidable because a young person has presented an image directly to an employee or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Headteacher, Children's Social Care or the Education Safeguarding Manager
- Ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the Headteacher
- Ensure viewing takes place with another employee present in the room, ideally the Headteacher, another DSL or a member of the senior leadership team. The other employee does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or DSL's office
- Ensure wherever possible that images are viewed by an employee of the same sex as the young person in the imagery
- Record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

10.22.15. Deletion of images - If the school has decided that other agencies do not need to be involved, then consideration will be given to

deleting imagery from devices and online services to limit any further sharing of the imagery.

11. Links to other policies

11.1. Data Protection Act 2018 and the UK GDPR

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

In addition, see the DfE Data Protection guidance for schools, which will help school employees, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what employee and pupil data to keep and follow good practices for preventing personal data breaches.

Working together to safeguard children 2023 guidance provides updated emphasis on information sharing.

11.2. Prevention in the Curriculum

The Trust recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe

11.2.1. The Trust recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

11.2.2. The Personal Social Health Education (PSHE) and the Relationships and Sex Education (RSE) programme delivered within our curriculum in each key stage provides personal development

opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- Use assertiveness techniques to resist unhelpful pressure
- Online Safety

11.3. The use of reasonable force

- 11.3.1. There are circumstances when it is appropriate for employees in the school to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by employees 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 young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- 11.3.2. The Headteacher of the school ensures that employees receive and maintain training to use positive handling techniques effectively and in the appropriate circumstances.
- 11.3.3. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, employees consider the risks and recognise the additional

vulnerability of these groups. They also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty

12. Useful Contacts

The Local Authority's Designated Officer (LADO) for Local Authority **01709 336080**
<https://www.rscp.org.uk/homepage/35/local-authority-designated-officer>

The White Wood's Primary Academy Trust's Designated Officer is: Kate Davies

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services: 01709336080

Rotherham LSCB: www.rotherham.gov.uk/safeguarding

www.rotherhamscbproceduresonline.com/index.htm

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000 help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/> www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

<https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

<https://www.nationalcrimeagency.gov.uk/cyber-choices>

[Modern slavery guidance](#)

[Mandatory reporting guidance FGM](#)

[Prevent Guidance](#)

13. Appendices

Please add [appendix 1](#) to the end of your policy which details individual contact details for relevant roles.

Appendix 1 - Safeguarding Policy Key Contacts

Role	Name	Contact Details
Headteacher	P Cotton	enquiries@sfp.wwpat.org
Designated Safeguarding Lead	P Cotton	enquiries@sfp.wwpat.org
Deputy Safeguarding Lead	C Hawkins K Smith S Cullum	enquiries@sfp.wwpat.org enquiries@sfp.wwpat.org enquiries@sfp.wwpat.org
Designated Teacher for Looked After Children	K Smith	enquiries@sfp.wwpat.org
White Woods Primary Academy Trust DSL/CEO	Kate Davies	The Pod, Canklow Woods Primary School, Canklow, Rotherham, S60 2XJ 01709 267019 k.davies@wwpat.org
White Woods Primary Academy Trust Named Safeguarding Director	Julie Parry	The Pod, Canklow Woods Primary School, Canklow, Rotherham, S60 2XJ 01709 267019 j.parry@wwpat.org