



Child Protection and Safeguarding Policy 2026

(including safer recruitment, allegations against staff and low-level concerns)

St Giles' C.E. Primary School

Child Protection and Safeguarding Policy 2026/2027

(including safer recruitment, allegations against staff and low-level concerns)

Important contact information

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1.Safeguarding culture

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. For the purposes of this policy, "children" includes everyone under the age of 18. All staff should maintain a child-centred approach at all times and act in the **best interests of the child**' (**Keeping Children Safe in Education (2026)**, paragraph 2, page 8).

This Safeguarding and Child Protection Policy reflects the commitment of St Giles' C.E. Primary School to safeguarding and promoting the welfare of all children through a culture of vigilance, professional curiosity, early identification of need, Family Help, effective multi-agency working and shared responsibility. We adopt a **zero-tolerance approach** to abuse, neglect, exploitation and harmful behaviour, including **prejudice-based harm and discriminatory behaviour**, such as racism, faith-targeted abuse, misogyny, misandry, homophobia and transphobia, as well as **child-on-child abuse, sexual abuse, technology-facilitated abuse and online harm**. We recognise the potential impact of such harm on a child's **welfare, wellbeing, mental health and sense of safety**, and will ensure concerns are recognised, challenged and addressed as part of our safeguarding responsibilities.

The school aims to ensure that:

- **Appropriate action is taken promptly to safeguard and promote the welfare of children, including where concerns relate to prejudice-based harm or discriminatory behaviour.**
- **All staff understand and fulfil their statutory safeguarding responsibilities, maintaining a child-centred approach and responding appropriately to concerns both online and offline. Staff recognise that racism, faith-based prejudice and other forms of discrimination can constitute harm and may affect a child's welfare, wellbeing, mental health and sense of safety.**
- **All staff receive appropriate safeguarding and child protection training, including online safety, filtering and monitoring, information sharing, prejudice-based harm and discriminatory behaviour and awareness of emerging safeguarding risks.**
- **Children receive the right help at the right time through the early identification of need, Family Help and effective multi-agency working.**
- **The school remains alert to emerging safeguarding risks associated with technological developments, including artificial intelligence (AI), AI-generated content, deepfakes, deep nudes and other forms of technology-facilitated abuse, ensuring that safeguarding practice continues to evolve in response to these risks.**

Safeguarding is everyone's responsibility and underpins all aspects of school life. We are committed to providing a safe, inclusive, anti-discriminatory and respectful environment where every child is valued, listened to and supported. We recognise that safeguarding includes protecting children from abuse, neglect, exploitation, serious violence, child-on-child abuse, sexual abuse, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, online harms, radicalisation, modern slavery and other forms of harm both inside and outside the home.

Safeguarding incidents and behaviours can occur both inside and outside school, online and offline, and children may abuse other children. Child-on-child abuse may include discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. All concerns will be taken seriously and addressed through a whole-school safeguarding approach in which discriminatory behaviour is recognised, challenged and addressed.

This policy applies to all staff, governors, trustees, volunteers, contractors, visitors and agency staff. We work closely with safeguarding partners and other agencies to promote children's welfare and protect them from harm. All staff have a responsibility to act on any concern, disclosure or indicator that a child may be at risk. Children's wishes, feelings and lived experiences will be sought, heard and taken into account when determining what action to take and what support or services may be required. Staff recognise that changes in behaviour, attendance, presentation, emotional wellbeing or engagement may indicate that a child needs help, protection or further assessment and will always act in the child's best interests.

2. Safeguarding definition

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2026 as:

- **Providing help and support to children as soon as problems emerge**
 - **Protecting children from maltreatment, whether this occurs inside 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**
- **Child protection** is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm, including online abuse and abuse occurring outside the home.
 - **Abuse** is a form of maltreatment and may involve inflicting harm, or failing to act to prevent harm. Children may also experience prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, which can significantly affect their welfare, wellbeing and sense of safety. Appendix 1 outlines the different forms of abuse. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
 - **Neglect** is a form of abuse involving 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. Further information is provided in Appendix 1.
 - **Nudes and semi-nudes, including where generated by AI** refers to the creation, sending or posting of nude or semi-nude images, videos or livestreams by children under the age of 18. This includes images created by the child themselves, by another person, or images that have been digitally altered or wholly generated using artificial intelligence (AI), including so-called 'deepfakes' or 'deep nudes' that appear to depict a real child.
 - For the purposes of this policy, **a child is anyone under the age of 18.**

The three safeguarding partners, as defined by the Children Act 2004 and referenced within Keeping Children Safe in Education 2026, are:

- The local authority
- Integrated Care Boards (ICBs)
- The chief officer of police for the area

These partners work together to safeguard and promote the welfare of children, coordinate services, identify need and improve outcomes for children locally.

This policy may use the terms **victim**, **alleged perpetrator** and **perpetrator** in line with statutory safeguarding guidance. However, the school recognises that not all children who have experienced abuse identify with the term victim. Staff will therefore use child-centred, age-appropriate and respectful language, taking account of the views and preferences of the child wherever possible. Staff will also carefully consider the language used when referring to children who have displayed harmful behaviour, recognising that they may themselves have experienced abuse or harm.

3. Legislation and guidance

This policy is based on the Department for Education's statutory guidance:

- **Keeping Children Safe in Education (2026)**
- **Working Together to Safeguard Children (2026)**

We comply with this guidance and the safeguarding arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation and guidance:

Maintained schools and pupil referral units

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- The School Staffing (England) Regulations 2009, which set out requirements relating to the Single Central Record (SCR) and safer recruitment training
- The Children Act 1989 and the Children Act 2004
- The Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- The Safeguarding Vulnerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015 and statutory Prevent Duty guidance
- The Human Rights Act 1998
- The Equality Act 2010
- Public Sector Equality Duty (section 149 of the Equality Act 2010)
- The Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 ('data protection laws')
- The Crime and Policing Act 2026

Early years settings

- The Childcare Act 2006
- The Childcare (Disqualification) Regulations 2018
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2026

This policy should also be read alongside locally agreed multi-agency safeguarding procedures and threshold guidance, including:

- Local multi-agency safeguarding arrangements published by the safeguarding partners
- Walsall Safeguarding Partnership procedures
- Multi-Agency Children's Services Threshold Guidance: Continuum of Help and Support 2026
- Thresholds of Support to Children and Families in Walsall

4. Related policies

This Child Protection and Safeguarding Policy should be read alongside other school policies and procedures that support safeguarding, child protection and the promotion of children's welfare. Safeguarding is everyone's responsibility and encompasses all aspects of pupils' welfare, health, safety and wellbeing, both online and offline.

The school adopts a whole-school approach to safeguarding, promoting an inclusive, anti-discriminatory culture where prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, are recognised, challenged and addressed as part of its safeguarding responsibilities. Safeguarding and child protection underpin all relevant policies, procedures, systems and practice. Safeguarding responsibilities therefore extend beyond child protection and include areas such as staff conduct, attendance, behaviour, mental health, online safety, filtering and monitoring, health and safety, medical needs, first aid, intimate care, substance misuse, child-on-child abuse, prejudice-based harm and discriminatory behaviour, bullying, equality, relationships between children, and the appropriate use of physical intervention and restraint.

This policy applies to all staff, including teaching and support staff, governors, trustees, volunteers, supply staff, agency staff, contractors, visitors and anyone working on behalf of the school or trust.

The governing body, proprietor, trust board or management committee will review this policy at least annually and whenever required to reflect changes in legislation, statutory guidance, local multi-agency safeguarding arrangements and safeguarding practice. The policy will be updated in accordance with the requirements of Keeping Children Safe in Education, Working Together to Safeguard Children, Department for Education guidance and Ofsted expectations.

This policy should be read in conjunction with the following school/trust policies and procedures (adapt as appropriate):

Staff and safer recruitment

- Staff Code of Conduct
- Safer Recruitment and Selection Policy
- Staff Induction Procedures
- Managing Allegations Against Staff Policy
- Low-Level Concerns Policy
- Whistleblowing Policy

Pupil welfare and safeguarding

- Behaviour Policy

- Anti-Bullying Policy
- Online Safety/Acceptable Use Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Attendance Policy
- Health and Safety Policy
- Medical Needs and First Aid Policy
- Physical Intervention and Restraint Policy
- SEND Policy
- Equality and Inclusion Policy

All safeguarding-related policies and procedures are available on the school's website and can also be obtained from the school office upon request.

5. Equality statement

Some children have an increased risk of abuse, neglect, exploitation or other safeguarding concerns because of their individual needs, experiences or circumstances. They may also face additional barriers to recognising abuse, disclosing concerns or accessing help and support.

The school is committed to providing an inclusive, anti-discriminatory safeguarding culture in which all children are protected, supported and treated with dignity and respect, and where racism, faith-targeted abuse and other forms of prejudice-based and discriminatory behaviour are recognised, challenged and addressed as part of the school's safeguarding responsibilities. In accordance with the Equality Act 2010 and the Public Sector Equality Duty (where applicable), the school will comply with its duties under the Equality Act 2010 and will not unlawfully discriminate against any child on the basis of a protected characteristic.

Staff will remain alert to safeguarding concerns linked to prejudice-based harm and discriminatory behaviour, including racism, faith-targeted abuse and other forms of discrimination, harassment, victimisation, misogyny, misandry, homophobia, biphobia, transphobia, harmful sexual behaviour, sexual violence, sexual harassment and technology-facilitated abuse, including online abuse. Staff will recognise that such experiences may significantly affect a child's welfare, wellbeing, mental health and sense of safety, as well as their willingness to seek help.

The school recognises that some children may be disproportionately vulnerable to harm and may require additional support, protection, reasonable adjustments or targeted intervention, including children who:

- **Have special educational needs and/or disabilities (SEND) or medical conditions (see Section 11)**
- **Are young carers**
- **Have protected characteristics under the Equality Act 2010**
- **Have English as an additional language (EAL)**
- **Are living in challenging or vulnerable circumstances, including domestic abuse, parental substance misuse, parental mental ill health or temporary accommodation**
- **Are at risk of female genital mutilation (FGM), forced marriage, child sexual exploitation (CSE), child criminal exploitation (CCE), trafficking, modern slavery or radicalisation**
- **Are asylum seekers or refugees**
- **Are looked after, previously looked after, or have a social worker (see Section 14)**
- **Have experienced abuse, neglect, exploitation or trauma**
- **Are persistently absent, missing from education, or subject to repeated suspensions or exclusions**
- **Have mental health and emotional wellbeing needs, or live with family members experiencing mental ill health**
- **Are privately fostered**
- **Are questioning their gender and may require safeguarding support and careful consideration of their individual circumstances**
- **Are at risk of being removed from school for elective home education**

The school recognises that elective home education can, in some circumstances, increase safeguarding risk. Where a parent or carer expresses an intention to educate a child at home, the school will work with the local authority and other relevant professionals to ensure that the child's welfare and educational needs are fully considered.

Staff must not assume that indicators of abuse, neglect or exploitation relate solely to a child's SEND, disability, medical condition, communication needs, protected characteristics or behaviour.

Children with SEND or certain medical or physical health conditions may face additional safeguarding barriers, including:

- **Difficulties communicating concerns, wishes or feelings**
- **Increased vulnerability to bullying, exploitation, online harm or child-on-child abuse**
- **Difficulties understanding social interactions, relationships, consent or appropriate boundaries**
- **Assumptions that injuries, behaviours or presentation are linked to their condition rather than possible abuse or neglect**

Staff will remain alert to additional indicators of concern, including poor personal care, malnourishment, lack of stimulation, rough handling, inappropriate restraint, ill-fitting equipment, deprivation of medication, misuse of finances, barriers to communication, and restrictions on independence or participation.

Sport and Physical Education

The school is committed to ensuring that all pupils are treated with dignity, respect and fairness while maintaining its statutory safeguarding responsibilities and complying with the Equality Act 2010 and the Human Rights Act 1998.

Where appropriate, the school may organise sport and physical education activities in single-sex groups in accordance with the Equality Act 2010. This includes competitive sports or activities where differences in physical strength, stamina or physique between the average male and average female would place one sex at a disadvantage, or where single-sex participation is necessary to ensure the safety of pupils.

Where single-sex sport is required for reasons of safety, the school will have regard to guidance issued by the relevant National Governing Body where appropriate to ensure that sport is safe and fair. Where single-sex sport is organised to ensure fairness, any request relating to participation will be considered carefully on a case-by-case basis.

When considering any request relating to participation in sport or physical education, the school will adopt a child-centred, safeguarding-led approach. Decisions will take account of the child's welfare and best interests, the impact on other pupils, the need to provide a safe and fair sporting environment, relevant legal duties, and any applicable statutory guidance. The school's decision-making process will be appropriately documented.

6. Children who are lesbian, gay, bisexual or questioning their gender

A child or young person being lesbian, gay or bisexual is not, in itself, a safeguarding risk. However, some children may be vulnerable to bullying, harassment, prejudice-based harm or discriminatory behaviour, including racism, faith-targeted abuse and other forms of discrimination. Children who are perceived by others to be lesbian, gay or bisexual may be equally vulnerable. The school will take appropriate steps to prevent and respond to all forms of bullying, discrimination and prejudice-based harm, ensuring that incidents are recognised, challenged and addressed promptly in accordance with the Behaviour Policy, Anti-Bullying Policy and safeguarding procedures.

The school recognises that a child questioning their gender is not, in itself, a safeguarding risk. However, children who are questioning their gender may experience additional vulnerabilities, including discriminatory bullying, complex mental health or psychosocial needs, difficulties within family or peer relationships, or wider social, educational or online influences. Staff should take time to understand the child's experiences, remain professionally curious, and consider the full range of factors that may be affecting the child's wellbeing and safety. The school will maintain a respectful environment and seek to avoid unnecessarily rigid expectations based on gender stereotypes.

The school will not initiate any action relating to social transition. This policy applies where a child or their parent or carer requests support relating to social transition. Staff must not make changes relating to a child's social transition unless these have been agreed through the school's decision-making process in accordance with statutory guidance.

Any request for support relating to social transition will be considered carefully on an individual basis. The school's primary consideration will always be the welfare and best interests of the child whilst also considering the impact on other children. Decisions will be made in accordance with safeguarding legislation, the Equality Act 2010, the Human Rights Act 1998 and any other relevant legal duties. The school's decision-making process will be documented and appropriate records maintained. Parents and carers play the leading role in supporting their child and will normally be involved at the earliest opportunity. Their views will be given significant weight unless involving them would place the child at greater risk of harm, in which case the Designated Safeguarding Lead (DSL) will determine the appropriate safeguarding response. Where appropriate, the school may seek or recommend relevant clinical, medical or other professional advice to support decision-making.

The school recognises that supporting social transition is an active intervention and will therefore adopt a careful, safeguarding-focused and evidence-informed approach when considering any request for support. Decisions will be based on the child's

individual circumstances, age, development, wishes and feelings, safeguarding needs, and any relevant professional advice, recognising that a child's wishes may not always be the same as what is considered to be in their best interests.

In considering any request, the school will comply with its statutory safeguarding duties together with its responsibilities under the Equality Act 2010, the Human Rights Act 1998 and other relevant legislation. The school will also comply with statutory requirements relating to single-sex facilities, changing accommodation, residential accommodation and sport, as set out elsewhere in this policy.

Any safeguarding concerns relating to children who are questioning their gender will be assessed and responded to in the same way as any other safeguarding concern, with decisions based on the child's individual needs, vulnerabilities, risks and best interests.

7. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, including teaching and non-teaching staff, supply staff, volunteers, governors, trustees, contractors and visitors working within the school. The policy and procedures are consistent with local safeguarding arrangements and apply to all activities, including extended school provision, off-site activities and alternative provision.

The school recognises the important role it plays in preventative education, early identification of need, Family Help and multi-agency working as part of a whole-school and child-centred approach to safeguarding.

All staff are expected to maintain professional curiosity and respectfully challenge information, assumptions, decisions and practice where there are concerns regarding a child's welfare or safety. Staff should not assume that someone else has taken action and must escalate concerns where they feel a child is not receiving the right help, support or protection. Staff should be professionally curious and ask questions where they do not understand a child's circumstances or presentation.

This includes creating an inclusive, anti-discriminatory culture where abuse, neglect, exploitation, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, sexual violence, sexual harassment and child-on-child abuse are recognised, challenged and addressed, whether they occur online or offline.

We are committed to promoting a culture of respect, safety, inclusion and anti-discrimination, including a zero-tolerance approach to prejudice-based harm and discriminatory behaviour, including sexism, misogyny, misandry, homophobia, biphobia, transphobia, racism and faith-targeted abuse, as well as child-on-child abuse and technology-facilitated abuse. Staff recognise that such experiences may significantly affect a child's welfare, wellbeing, mental health and sense of safety, and their willingness to seek help.

Our preventative approach to safeguarding is underpinned by:

- The Behaviour Policy
- The pastoral support system
- Relationships, Sex and Health Education (RSHE) and Health Education
- Online safety education
- Safeguarding throughout the curriculum
- The wishes, feelings and views of children, and opportunities for children to seek help, report concerns and access support

Our curriculum supports children to:

- Develop healthy, respectful and appropriate relationships
- Understand healthy relationships, boundaries and consent
- Recognise and challenge stereotyping, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse
- Build self-esteem, resilience and body confidence
- Recognise abusive behaviour, including coercive and controlling behaviour
- Understand the risks associated with sexual exploitation, criminal exploitation, grooming, online abuse and child-on-child abuse, serious violence and modern slavery
- Understand the laws relating to sexual consent, sexual violence, harassment, abuse, exploitation, forced marriage and female genital mutilation (FGM)
- Recognise the potential safeguarding risks associated with misinformation, disinformation, harmful online influences, AI-generated content, deepfakes and other emerging technologies, and understand how to stay safe online
- Understand the importance of speaking up, sharing concerns, reporting worries and seeking help for themselves or others

- Know how to report concerns and access support safely

Preventative education is delivered through a planned, age-appropriate and inclusive curriculum, tailored to the needs, experiences and vulnerabilities of children, including those with SEND. Safeguarding themes are reinforced through the wider curriculum, assemblies, pastoral support, online safety education and the everyday culture of the school. The school seeks to ensure that all children know how to raise concerns, are confident that they will be listened to and taken seriously, and understand how to access help and support when needed.

7.1 All staff

The Teachers' Standards (2012) require teachers, including headteachers and school leaders, to safeguard and promote the welfare of children and maintain public trust in the profession. At St Giles' C.E. Primary School safeguarding expectations apply to all staff, including support staff, supply staff, volunteers, contractors and anyone working on behalf of the school.

All staff who work directly with children are expected to read and understand **Part One of Keeping Children Safe in Education 2026**. Staff should also be aware of the safeguarding information contained within Annex B (or Annex A where directed by the school) and any additional safeguarding information provided by the school. Safeguarding and child protection training, including online safety, will be provided at induction and updated regularly in line with local safeguarding arrangements.

All staff are expected to:

- Read, understand and comply with the school's safeguarding and child protection arrangements
- Sign to confirm that they have read and understood relevant safeguarding guidance and policies
- Maintain an attitude of **"it could happen here"** when considering safeguarding concerns
- Maintain professional curiosity and always act in the best interests of the child
- Understand their responsibilities in relation to online safety, including filtering and monitoring
- Recognise, challenge and respond appropriately to prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, as part of their safeguarding responsibilities
- Share information appropriately and in a timely manner to safeguard and promote the welfare of children
- Promote a culture where children feel safe, are listened to, know their concerns will be taken seriously and understand how to seek help
- Contribute to a whole-school approach to safeguarding and an inclusive, anti-discriminatory culture where prejudice-based harm and discriminatory behaviour are recognised, challenged and addressed

All staff should be aware of:

- The school's safeguarding and child protection policy, behaviour policy, staff code of conduct, online safety arrangements and safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods
- The identity and role of the Designated Safeguarding Lead (DSL) and any deputy DSLs
- The **Family Help** process and their role in identifying emerging concerns, sharing information and supporting children and families
- The processes for making referrals to children's social care, the police and other agencies
- What to do if a child discloses abuse, neglect, exploitation or another safeguarding concern
- The indicators of abuse, neglect, exploitation and safeguarding harm, including prejudice-based harm and discriminatory behaviour, racism, faith-targeted abuse, child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), domestic abuse, coercive and controlling behaviour, serious violence, county lines, modern slavery, radicalisation and female genital mutilation (FGM)
- That racism, faith-targeted abuse and other forms of discriminatory behaviour can significantly affect a child's welfare, wellbeing, mental health and sense of safety, and may affect their willingness to seek help
- That safeguarding incidents and behaviours can occur inside and outside school, online and offline
- Emerging safeguarding risks associated with technology, including online coercion, AI-generated content, deepfakes, deep nudes, misinformation, disinformation and other forms of technology-facilitated abuse
- The importance of reassuring children that they will be listened to, taken seriously and supported
- That some children may face additional barriers to disclosure or may be at greater risk of harm because of their individual needs, vulnerabilities or protected characteristics
- That children may experience multiple safeguarding needs or vulnerabilities simultaneously
- The importance of professional curiosity and recognising when children may require Family Help, support or protection

Staff should always adopt a child-centred approach and take account of the child's wishes, feelings, lived experiences and voice. Particular consideration should be given to children with SEND, children with medical conditions, children who have a social worker, looked after and previously looked after children, and children who may be experiencing additional vulnerabilities. Appendix 7 provides further information about specific safeguarding concerns and indicators of abuse, neglect and exploitation.

Supply staff, volunteers, contractors, work experience students and visitors

The DSL, deputy DSL or headteacher will ensure that temporary staff, volunteers, contractors, work experience students and visitors receive safeguarding information that is proportionate to their role and responsibilities and understand:

- Their safeguarding responsibilities
- How to report a concern about a child's welfare or safety
- The identity of the DSL and deputy DSLs
- The school's safeguarding and child protection arrangements
- Expectations regarding confidentiality, information sharing and professional conduct

All adults working within the school must:

- Work in accordance with the school's safeguarding and child protection policy, staff code of conduct and Keeping Children Safe in Education 2026
- Immediately report any safeguarding concern, disclosure, allegation or low-level concern in accordance with school procedures
- Maintain appropriate professional boundaries at all times
- Act in the best interests of children and contribute to a culture of safeguarding, vigilance and respect

7.2 Governing Body/Proprietors/Management Committee (PART TWO – KCSIE)

Our Safeguarding Link Governor is: Cllr Simran Cheema Our Chair of Governors is: Cllr Simran Cheema

The governing body has strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that safeguarding arrangements are effective, child-centred and compliant with statutory guidance, including Keeping Children Safe in Education 2026.

The governing body, proprietor or management committee will:

- Ensure there is a whole-school or whole-college approach to safeguarding, with safeguarding and child protection underpinning all relevant policies, procedures, systems and practice
- Ensure the school promotes an inclusive, anti-discriminatory culture where prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, are recognised, challenged and addressed as part of its safeguarding responsibilities
- Ensure all safeguarding arrangements operate with the best interests of the child at their heart and that children's wishes and feelings are taken into account when determining action and support
- Ensure safeguarding policies and procedures are transparent, clear, accessible and regularly reviewed
- Review this Child Protection and Safeguarding Policy at least annually and whenever required to reflect changes in legislation, statutory guidance, local safeguarding arrangements, emerging safeguarding issues and lessons learned
- Hold leaders to account for the effective implementation of safeguarding arrangements
- Ensure compliance with the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and local multi-agency safeguarding arrangements
- Appoint a safeguarding governor/trustee to provide strategic oversight, challenge and support. This role must be separate from the Designated Safeguarding Lead (DSL)
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and that training is updated regularly
- Ensure all staff receive appropriate safeguarding and child protection training, including online safety, filtering and monitoring responsibilities and information sharing requirements
- Ensure there are effective arrangements for children to confidently report concerns, knowing they will be listened to, taken seriously and supported

The governing body will ensure that:

- The DSL is a member of the senior leadership team and is provided with sufficient authority, status, time, funding, training, resources and support to fulfil the role effectively
- Appropriate arrangements are in place to provide safeguarding cover whenever the DSL is unavailable
- The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place
- Online safety is recognised as a running and interrelated theme throughout safeguarding arrangements, policies, procedures and curriculum planning
- Appropriate filtering and monitoring systems are in place, reviewed at least annually and monitored for effectiveness in accordance with the DfE Filtering and Monitoring Standards

- Staff understand safeguarding risks associated with technology, including artificial intelligence (AI), deepfakes, manipulated imagery, online coercion, misinformation, disinformation and technology-facilitated abuse
- Effective procedures are in place to manage safeguarding concerns, allegations against staff and low-level concerns
- Safeguarding arrangements reflect the additional barriers and vulnerabilities that may be experienced by children with SEND and certain medical or physical health conditions
- Child protection files are maintained in accordance with statutory guidance and transferred securely when children move settings
- Where reasonably possible, more than one emergency contact number is held for every child

Use of school premises by external organisations

Where external organisations or individuals use school premises to provide services or activities involving children, the governing body will seek assurance that:

- Appropriate safeguarding and child protection policies and procedures are in place
- Safer recruitment and safeguarding checks are undertaken where required
- Clear arrangements exist for safeguarding communication and reporting concerns
- Safeguarding requirements are included within hire agreements or contracts

The school reserves the right to terminate agreements where safeguarding expectations are not met.

The chair of governors will act as the case manager where an allegation is made against the headteacher or principal.

All governors and trustees should read Keeping Children Safe in Education 2026 and understand their safeguarding responsibilities.

Toilets, changing facilities and school premises

The school is committed to providing a safe, respectful and inclusive environment whilst meeting its statutory safeguarding duties and legal responsibilities under the Equality Act 2010, the Human Rights Act 1998 and the School Premises (England) Regulations 2012.

The safety, privacy, dignity and wellbeing of all pupils will be central to decisions relating to the use of toilets, changing rooms, showers and other school facilities.

Toilets

The school will provide toilet facilities in accordance with statutory requirements. Pupils will use toilet facilities designated for their biological sex. Where individual self-contained toilets are available, these may be used where appropriate without compromising the provision of single-sex facilities.

Where a child who is questioning their gender requests alternative toilet arrangements, the school will consider whether suitable alternative facilities, such as a self-contained individual toilet, can be provided. Any arrangements will be considered on a case-by-case basis, taking account of safeguarding, the child's welfare, the privacy, safety and dignity of all pupils, and the school's legal duties.

Where mixed-sex toilet facilities are provided in addition to single-sex toilets, the school will ensure that appropriate safeguarding risk assessments are undertaken and suitable measures are in place to protect pupils' safety, privacy and dignity.

Changing rooms and showers

The school will provide suitable changing accommodation and shower facilities in accordance with statutory requirements. Pupils aged 11 years or over at the start of the school year will use changing rooms and shower facilities designated for their biological sex. The school will not permit access to changing facilities designated for the opposite biological sex, including where requests are made in relation to social transition.

Where a child who is questioning their gender requests alternative changing arrangements, the school will consider appropriate alternative facilities, such as access to a fully enclosed individual changing room or use of facilities at an alternative time, where these can be provided without compromising the safety, privacy, dignity or safeguarding of any pupil.

Decision making and record keeping

Any requests relating to the use of toilets, changing rooms or shower facilities will be considered on an individual basis by the Headteacher and Designated Safeguarding Lead (DSL), taking account of:

- **the child's welfare and best interests;**
- **the safety, privacy and dignity of all pupils;**
- **the school's safeguarding responsibilities;**
- **relevant statutory guidance and legal duties;**

- **the views of parents or carers, except where doing so would place the child at risk of harm; and**
- **any relevant professional advice.**

The school's decision-making process will be appropriately documented, communicated to those who need to know, and reviewed regularly to ensure that arrangements remain appropriate and continue to safeguard all pupils.

Multi-agency working

St Giles' CE Primary School is committed to working in partnership with safeguarding partners and other agencies in accordance with Working Together to Safeguard Children 2026.

The school will:

- Work collaboratively with children's social care, health services, police and other relevant agencies to safeguard and promote the welfare of children
- Contribute fully to local multi-agency safeguarding arrangements and fulfil its responsibilities as a relevant safeguarding agency
- Provide or contribute to **Walsall Families First** and other early identification of need/ support where additional needs are identified
- Contribute to child protection plans, child in need plans and other multi-agency assessments and interventions
- Ensure leaders and DSLs understand and follow local safeguarding arrangements, thresholds and protocols
- Support statutory assessments under Sections 17 and 47 of the Children Act 1989, including facilitating access to children by social care where appropriate
- Share information appropriately and in a timely manner to safeguard and promote the welfare of children

Information sharing

The governing body recognises that effective information sharing is essential for identifying, assessing and responding to abuse, neglect, exploitation and safeguarding concerns, and for promoting children's welfare, including their educational outcomes.

The governing body will ensure that:

- Staff understand that timely, accurate and proportionate information sharing is fundamental to effective safeguarding and promoting the welfare of children.
- Staff share safeguarding information proactively and at the earliest opportunity where concerns arise, whether concerns are emerging or a child is already known to children's social care.
- Clear arrangements are in place which set out the processes and principles for sharing information within the school and with local authority children's social care, safeguarding partners and other relevant agencies and practitioners.
- Staff use professional judgement to ensure that information shared is relevant, necessary, clearly presented, appropriately contextualised and proportionate to the safeguarding concern.
- Staff understand that information should not be withheld where it is relevant to understanding or managing safeguarding risk.
- Staff understand that the Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR), the Data (Use and Access) Act 2025 and other data protection legislation support, rather than prevent, the lawful sharing of information for safeguarding purposes.
- Staff understand that safeguarding children and individuals at risk is a lawful processing condition that permits the sharing of special category personal data where necessary to protect a child.
- Staff understand that information may be shared without consent where it is lawful, necessary and proportionate, including where seeking consent is not possible, cannot reasonably be expected, or would place a child at increased risk of harm.
- Fears about sharing information must never stand in the way of safeguarding and promoting the welfare or protecting the safety of a child.
- Personal information is processed fairly, lawfully and securely in accordance with data protection legislation.
- Where the serious harm test is met, personal information will be withheld where required by data protection legislation, and legal advice will be sought where appropriate.

Where a child leaves the school, the Designated Safeguarding Lead (DSL), or Deputy Designated Safeguarding Lead (DDSL), will ensure that:

- The child protection file is transferred securely and separately from the main pupil file.
- Child protection records are transferred as soon as possible, and within **five working days** for an in-year transfer or within the **first five working days of the start of a new term**.
- Confirmation of receipt is obtained from the receiving school or college.
- Where appropriate, discussions take place between the DSLs of both settings to ensure safeguarding information is fully understood.

- Consideration is given to sharing additional safeguarding information in advance of transfer where this would support risk assessment, safeguarding planning or continuity of support. This may include information relating to children who have had a social worker, are receiving support through the Channel programme, or where there are concerns regarding serious violence, harmful behaviour, exploitation or other significant safeguarding risks.
- The receiving school or college is provided with sufficient safeguarding information to enable appropriate support, risk management and safeguarding arrangements to be in place from the child's first day.

Staff training

The governing body will ensure all staff receive safeguarding and child protection training, including online safety, at induction and receive regular updates thereafter.

Training will include:

- Safeguarding responsibilities under Keeping Children Safe in Education 2026
- Online safety, filtering and monitoring responsibilities
- Information sharing responsibilities and data protection considerations
- Child-on-child abuse, including discriminatory behaviour, racism, faith-targeted abuse and other prejudice-based incidents, harmful sexual behaviour, sexual violence and sexual harassment
- Prejudice-based harm, including the potential impact of racism, faith-based prejudice and other forms of discrimination on a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help
- Family Help processes and referral procedures
- Abuse, neglect, exploitation, serious violence, modern slavery and other safeguarding issues identified within Annex B
- Emerging safeguarding risks associated with technology, including AI-generated content, deepfakes, online coercion and technology-facilitated abuse
- The importance of professional curiosity, information sharing and maintaining a child-centred approach

Staff will receive regular safeguarding updates through briefings, staff meetings, bulletins and training opportunities. The governing body recognises the expertise staff develop through safeguarding practice and will provide opportunities for staff to contribute to the development of safeguarding arrangements and policy.

Online Safety

The governing body recognises that technology is a significant factor in many safeguarding and wellbeing issues and that children must be protected from harmful and inappropriate online material.

The school will ensure that:

- Appropriate filtering and monitoring systems are in place and reviewed at least annually
- Filtering and monitoring arrangements are proportionate, effective and responsive to emerging risks and technologies
- Filtering does not create unreasonable barriers to teaching, learning or safeguarding education
- Staff understand their responsibilities in relation to online safety, filtering and monitoring
- Children are taught how to keep themselves and others safe online through a planned, age-appropriate and inclusive curriculum
- Online safety is embedded throughout the school's safeguarding culture and wider curriculum

Online safety arrangements will be reviewed regularly in response to evolving technology, safeguarding risks and emerging online harms.

Opportunities to teach safeguarding

The governing body will ensure children are taught about safeguarding, including online safety, through a broad, balanced, inclusive and age-appropriate curriculum.

Preventative education will:

- Form part of a whole-school approach to safeguarding
- Promote healthy and respectful relationships, inclusion, equality and positive behaviour
- Promote an inclusive, anti-discriminatory culture where sexual violence, sexual harassment, prejudice-based harm and discriminatory behaviour, including sexism, misogyny, misandry, racism, faith-targeted abuse, homophobia, biphobia and transphobia, are recognised, challenged and addressed
- Support children to recognise abuse, neglect, exploitation and unsafe situations
- Teach children about boundaries, consent, online safety and healthy relationships
- Develop understanding of misinformation, disinformation, online harm influences, AI-generated content, deepfakes and emerging technologies
- Ensure children know how to seek help, report concerns and access support

Safeguarding education will be inclusive, tailored to children's needs and vulnerabilities, and adapted appropriately for children with SEND and other additional needs.

7.3 The Headteacher/principal

The headteacher is responsible for the day-to-day implementation of this Child Protection and Safeguarding Policy and for promoting a strong inclusive, anti-discriminatory whole-school safeguarding culture, where prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, are recognised, challenged and addressed, and in which safeguarding and child protection underpin all aspects of school life.

The headteacher will ensure that all staff, including supply staff, volunteers, contractors and visitors:

- Receive appropriate safeguarding and child protection information, including this policy, as part of induction
- Understand and follow the school's safeguarding procedures, including procedures for identifying, recording and reporting concerns about children who may be experiencing abuse, neglect or exploitation
- Receive safeguarding and child protection training, including online safety training, at induction and regular safeguarding updates thereafter in line with statutory guidance and local safeguarding arrangements
- Understand their responsibilities in relation to filtering and monitoring systems and safeguarding children online
- Are aware of emerging safeguarding risks associated with technology, including artificial intelligence (AI), deepfakes, manipulated imagery, online coercion, misinformation, disinformation and technology-facilitated abuse
- Understand the importance of information sharing and that concerns about sharing information must not stand in the way of safeguarding and promoting the welfare of children

The headteacher will also ensure that:

- Parents and carers are informed about the school's safeguarding and child protection arrangements through the school website and induction processes
- The Designated Safeguarding Lead (DSL) is appropriately trained and supported with sufficient time, funding, supervision, resources and authority to carry out the role effectively
- Appropriate safeguarding cover arrangements are in place whenever the DSL is unavailable
- Safeguarding and child protection training is embedded within the whole-school approach to safeguarding
- Systems are in place to enable children to confidently report concerns, knowing they will be listened to, taken seriously and supported
- Safeguarding concerns involving staff or volunteers are managed appropriately and in accordance with Part Four of Keeping Children Safe in Education 2026
- Low-level concerns are recorded, reviewed and responded to appropriately in line with the school's Low-Level Concerns Policy

Early years provision

Where applicable, the headteacher or manager will also ensure that:

- Statutory staff-to-child ratios within the Early Years Foundation Stage (EYFS) are met
- Volunteers must not be permitted to begin working within settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's enhanced DBS certificate, including barred list information
- Each child within the EYFS is assigned a key person
- Appropriate arrangements are in place regarding the safe use of technology, mobile phones, cameras and electronic devices within the setting
- EYFS safeguarding arrangements comply with the current EYFS statutory framework and are implemented alongside Keeping Children Safe in Education 2026

Virtual School Heads

The school recognises the role of the Virtual School Head in promoting the educational outcomes of children with a social worker, including children subject to Child in Need or Child Protection Plans.

The Virtual School Head may provide strategic advice and support to schools and will work with key professionals, including:

- Designated Safeguarding Leads (DSLs)
- Special Educational Needs Coordinators (SENCOs)
- Social workers
- Senior Mental Health Leads
- Other relevant professionals supporting the child

The school will work collaboratively with the Virtual School Head and other agencies to support **attendance**, attainment, progress, wellbeing and safeguarding outcomes for vulnerable children.

The school will also work with relevant agencies to ensure that children with a social worker receive appropriate support, including Family Help, safeguarding intervention and educational support where required.

7.4 Designated and Deputy Safeguarding Leads (ANNEX C)

The Designated Safeguarding Lead (DSL) is: Mr Les Dow **The Deputy Designated Safeguarding Leads (DDSLs) is:**

Mrs L Leonowicz (Safeguarding and Family Support Manager)

Mr M Dakin (Headteacher)

Mrs H Mavi (Deputy Headteacher)

The governing body will appoint a senior member of staff from the leadership team to act as the Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection across the school including online safety and oversight of filtering and monitoring systems and processes. The DSL's role and responsibilities will be clearly reflected within their job description.

The governing body will ensure the DSL has the appropriate status, authority, time, funding, training, resources and support necessary to carry out the role effectively.

Appropriate safeguarding cover arrangements will be in place to ensure continuity of safeguarding responsibilities whenever the DSL is unavailable.

The school recognises that safeguarding is an evolving area of practice and that staff should remain alert to safeguarding concerns linked to emerging technologies, including artificial intelligence (AI), deepfakes, manipulated imagery, online coercion, misinformation, disinformation, online harm content and technology-facilitated abuse.

The DSL will:

- Provide advice, guidance and support to staff on safeguarding and child protection matters
- Act as a point of contact for safeguarding partners and external agencies
- Contribute to strategy discussions, child protection conferences and other multi-agency meetings
- Refer cases of suspected abuse, neglect or exploitation to children's social care, the police, the Channel programme or the Disclosure and Barring Service (DBS), where appropriate
- Support staff who make safeguarding referrals
- Maintain oversight of safeguarding, child protection and welfare concerns within the school
- Promote a child-centred approach that takes account of children's wishes and feelings
- Maintain a good understanding of harmful sexual behaviour, child-on-child abuse, including discriminatory behaviour, racism, faith-targeted abuse and other prejudice-based incidents, and online safeguarding risks
- Ensure safeguarding arrangements reflect the additional vulnerabilities and barriers faced by children with SEND, medical needs and other identified vulnerabilities
- Take lead responsibility for safeguarding and child protection, including online safety, ensuring an appropriate understanding of the filtering and monitoring systems and processes in place, and that these arrangements are reviewed at least annually, following any safeguarding incident, and whenever technology or safeguarding risks change significantly to ensure they remain effective
- Promote effective information sharing to safeguard and promote the welfare of children
- Support educational outcomes for children with a social worker, looked after and previously looked after children, and children experiencing adversity or trauma

The governing body may appoint one or more deputy designated safeguarding leads (DDSLs). Deputy DSLs will be appropriately trained to the same standard as the DSL and their responsibilities will be clearly outlined within their role descriptions. Whilst activities may be delegated to deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

Managing referrals

The DSL will:

- Refer cases of suspected abuse, neglect or exploitation to local authority children's social care
- Support staff who make safeguarding referrals
- Refer cases to the Channel programme where there are concerns relating to radicalisation
- Refer cases where a person has been dismissed or removed from working with children to the DBS, where appropriate
- Refer cases to the police where a criminal offence may have been committed

Working with others

The DSL will:

- Liaise with the headteacher or principal regarding safeguarding concerns, including ongoing Section 47 enquiries and police investigations
- Act as a key point of contact with safeguarding partners and external agencies
- Liaise with the local authority designated officer (LADO) regarding allegations against staff or volunteers
- Work closely with pastoral staff, SENCOs, attendance staff, school nurses, IT staff, Senior Mental Health Leads and other relevant professionals to ensure children receive appropriate support
- Liaise with mental health support services where safeguarding concerns are linked to mental health or emotional wellbeing
- Promote effective partnership working with parents and carers, whilst always maintaining a child-centred approach
- Support educational outcomes for children with a social worker, children in need and children who have experienced adversity or trauma

The DSL will work with school leaders and teaching staff to ensure that children experiencing safeguarding or welfare concerns receive appropriate academic and pastoral support.

This includes:

- Knowing which pupils have, or have previously had, a social worker
- Understanding the impact safeguarding and welfare concerns may have on attendance, behaviour, engagement and attainment
- Supporting staff to make reasonable adjustments and provide additional support where required
- Maintaining high aspirations for vulnerable children

Training, knowledge and skills

The DSL and any deputy DSLs will undertake appropriate safeguarding and child protection training, which will be updated at least every two years.

In addition, their knowledge and skills will be refreshed regularly, and at least annually, through updates, briefings, networking, local safeguarding updates and professional development.

Training will enable the DSL to:

- Understand local Family Help processes and statutory intervention thresholds
- Understand local safeguarding partner arrangements and referral pathways
- Contribute effectively to child protection conferences and multi-agency meetings
- Understand the lasting impact of trauma, abuse, neglect and adverse childhood experiences on children's wellbeing, behaviour and educational outcomes
- Recognise and understand prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, and the potential impact on a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help
- Support the development of an inclusive, anti-discriminatory safeguarding culture where prejudice-based harm and discriminatory behaviour are recognised, challenged and addressed
- Recognise the additional vulnerabilities faced by children with SEND, children with medical needs, young carers and children who are absent from education
- Understand the safeguarding risks associated with online safety and evolving technology
- Support staff in understanding the Prevent Duty and protecting children from radicalisation
- Promote a culture of listening to children and taking account of their wishes and feelings
- Understand the importance of information sharing and record keeping
- Promote a culture where children feel safe, are listened to and can confidently report concerns
- Recognise when children require an appropriate adult during police investigations or searches

The DSL will also undertake Prevent Duty awareness training.

Raising awareness**The DSL will ensure that:**

- The Child Protection and Safeguarding Policy is reviewed annually and updated in line with statutory guidance and local safeguarding arrangements
- Safeguarding policies and procedures are understood and implemented by staff
- Parents and carers are aware that safeguarding referrals may be made where concerns exist about a child's welfare or safety
- Staff receive safeguarding updates and are aware of local safeguarding procedures and training opportunities
- Staff are kept informed about prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, and understand how these concerns should be recognised, recorded and responded to as safeguarding concerns where appropriate

- Safeguarding and welfare information is appropriately shared to promote children's educational outcomes

Child protection records and information sharing

The DSL is responsible for ensuring safeguarding and child protection records are:

- Accurate, clear, factual and up to date
- Stored securely and accessed only by those with a legitimate safeguarding need
- Shared appropriately and securely in line with data protection legislation and safeguarding guidance

Records should include:

- A clear summary of concerns
- Details of actions taken
- Decisions made and outcomes reached

Where a child transfers school or college, the DSL will ensure that safeguarding and child protection records are transferred securely and separately from the main pupil file as soon as possible and within five days for an in-year transfer or within the first five days of a new term. The DSL will also consider whether additional information should be shared with the receiving school or college to support the child's safety, wellbeing and educational outcomes.

Availability

- The DSL or a deputy DSL will always be available during school hours for staff to discuss safeguarding concerns.
- Appropriate safeguarding arrangements will also be in place for before and after school activities, off-site provision and out-of-hours activities.
- The school will ensure emergency safeguarding contact details remain up to date.

Supporting staff

The DSL will support staff by:

- Providing safeguarding advice and guidance
- Supporting staff through referral and safeguarding processes
- Helping staff understand the links between safeguarding, attendance, wellbeing and educational outcomes
- Supporting staff understanding of online safety, filtering and monitoring responsibilities
- Supporting staff to understand information-sharing responsibilities and local safeguarding arrangements

Listening to children

The DSL will promote a safeguarding culture where children feel listened to, respected and supported.

This includes:

- Encouraging staff to take children's wishes and feelings seriously
- Helping staff understand barriers children may face when disclosing concerns, including where they have experienced racism, faith-based prejudice or other discriminatory behaviour
- Promoting trusted relationships between staff and pupils
- Ensuring children know how to report concerns and access support safely

Holding and sharing information

The DSL will:

- Understand the importance of effective information sharing within the school and with safeguarding partners and external agencies
- Ensure compliance with the Data Protection Act 2018 and UK GDPR and the Data (Use and Access) Act 2025 whilst recognising that safeguarding concerns may require information sharing without consent where appropriate
- Maintain accurate, detailed and secure safeguarding records
- Provide safeguarding reports to governors or trustees, where appropriate, to support oversight and strategic safeguarding responsibilities

Further information regarding the role of the DSL can be found in Annex C of Keeping Children Safe in Education 2026.

7.5 Parental Responsibilities

At St Giles' CE Primary we promote an open and supportive safeguarding culture where parents and carers are encouraged to share any concerns they may have about their own child or any child they believe may be vulnerable or at risk of harm. All concerns will be listened to, taken seriously and responded to in a timely, appropriate and sensitive manner.

We recognise the importance of working in partnership with parents and carers to safeguard and promote the welfare of children. Parents and carers are expected to support the school by ensuring their child attends regularly, arrives on time and is collected promptly where applicable.

Parents and carers should also:

- Inform the school of any significant changes in family circumstances or welfare concerns which may affect their child
- Ensure the school always has up-to-date contact details and emergency contact information
- Provide more than one emergency contact number wherever reasonably possible, in line with Keeping Children Safe in Education 2026 expectations regarding safeguarding and attendance
- Work collaboratively with the school and other agencies, where appropriate, to support their child's welfare, attendance, educational progress and safeguarding needs
- Engage with support offered through Family Help, safeguarding plans or other interventions where appropriate

This partnership approach helps ensure that children receive the right help, support and protection at the right time and that safeguarding concerns can be identified and responded to effectively.

Where safeguarding concerns arise, the school will work openly and honestly with parents and carers wherever possible. However, there may be circumstances where information cannot be shared, or where a referral to children's social care, the police or another agency must be made without parental knowledge or consent if this is considered necessary to safeguard a child.

The school recognises the importance of hearing and understanding the wishes and feelings of children and will take these into account, alongside the views of parents and carers, when making decisions about safeguarding support and intervention.

7.6 Pupil's Responsibilities

At St Giles' CE Primary, we are committed to creating a safe, inclusive and supportive environment where all children feel respected, valued and listened to. We promote a culture where children are encouraged to achieve their best, develop confidence and feel able to speak openly about any worries, concerns or safeguarding issues.

We actively encourage children to share concerns with a trusted adult and ensure they understand how to seek help and support both within school and beyond. Children are provided with age-appropriate opportunities to learn how to recognise concerns, seek help for themselves or others, and confidently report worries or safeguarding concerns.

Children are reminded that they will be listened to, taken seriously and supported, and that reporting a concern is always the right thing to do. All concerns will be responded to appropriately and managed in a child-centred and supportive way.

The school provides opportunities for children to contribute to decision-making, express their views and have their wishes and feelings considered in matters affecting them, in line with the principles of Keeping Children Safe in Education 2026.

The school recognises the importance of understanding children's wishes, feelings and lived experiences when determining what action to take and what support may be required.

We recognise that children may not always feel ready or know how to tell someone they are being abused, neglected or exploited. Some children may not recognise that they are experiencing abuse, neglect, exploitation or other safeguarding harms. Staff therefore maintain an open, vigilant and supportive culture where children feel safe, heard and protected.

Children are encouraged to respect and support one another, contribute positively to an inclusive, anti-discriminatory school culture, and report any behaviour that makes them or others feel unsafe, including bullying, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, harassment, child-on-child abuse, harmful sexual behaviour and online harms.

The school will ensure that children know who they can talk to, how to access support and how concerns can be reported both during and outside of the school day.

8. Confidentiality and Information sharing

At St Giles' C.E. Primary we recognise that safeguarding and child protection information is highly sensitive and must be handled appropriately. Information will only be shared on a need-to-know basis and in the best interests of the child.

The headteacher, Designated Safeguarding Lead (DSL) and deputy DSLs (DDSLs) will share safeguarding information with staff where it is necessary to safeguard and promote the welfare of a child.

The school recognises that:

- Timely and appropriate information sharing is essential to effective safeguarding practice
- Information should be shared proactively and as early as possible where concerns exist about a child's welfare or safety
- Concerns about sharing information must never prevent action being taken to protect a child from harm

- The Data Protection Act 2018 and UK GDPR together with the Data (Use and Access) Act 2025 do not prevent the sharing of information for safeguarding purposes where this is lawful and proportionate
- Information may be shared without consent where there is a lawful basis to do so, including where seeking consent may place a child or another person at increased risk of harm
- Staff must never promise confidentiality to a child where safeguarding concerns are identified, as this may not be in the child's best interests
- Effective information sharing is vital for identifying, assessing and responding to abuse, neglect, exploitation and other safeguarding concerns, including prejudice-based harm and discriminatory behaviour, such as racism and faith-targeted abuse

Where a child discloses sexual violence or sexual harassment, the wishes of the child will be carefully considered alongside the school's safeguarding responsibilities and legal duties. The DSL will make decisions on a case-by-case basis, taking account of:

- The child's wishes and feelings
- The need to protect the child and other children from harm
- The nature and seriousness of the incident
- Whether a criminal offence may have occurred
- The school's safeguarding duties and statutory responsibilities

Parents or carers will normally be informed unless doing so would place the child, another person or an ongoing investigation at greater risk of harm.

The school recognises that rape, assault by penetration and sexual assault are serious criminal offences and reports of such incidents will usually be referred to the police and children's social care in line with Keeping Children Safe in Education 2026. All staff will take appropriate steps to protect the privacy and dignity of children involved in safeguarding concerns, including considering:

- Who needs to know information
- The potential impact of social media and online sharing
- The importance of protecting children from victimisation, gossip or further harm
- The need to maintain appropriate confidentiality and guard against unwanted publicity

Staff will follow the government's information sharing guidance for safeguarding practitioners, including the seven golden rules for information sharing. Where staff are unsure about sharing information, they should seek advice from the DSL or deputy DSL.

Staff should be aware that safeguarding information must only be shared with those who need to know in order to safeguard and promote the welfare of a child. Unauthorised disclosure, speculation, gossip or inappropriate discussion of safeguarding matters may place children at risk and undermine safeguarding processes.

Further guidance regarding confidentiality, information sharing, safeguarding records and allegations against staff can be found elsewhere within this policy and associated appendices.

Communication with parents and carers

The school is committed to working in partnership with parents and carers to safeguard and promote the welfare of children. Where appropriate, concerns about a child's welfare or safety will be discussed with parents or carers and consent to referrals will usually be sought. However, this may not happen where doing so would:

- Place a child or another person at risk of significant harm
- Prejudice a police investigation or statutory safeguarding enquiry
- Increase the likelihood of harm occurring
- Place a vulnerable adult at risk

The welfare and safety of the child will always be the school's primary consideration.

There may be occasions when the school is required to consult with children's social care, the police or other safeguarding agencies before informing parents or carers. This is in line with statutory safeguarding guidance and local multi-agency safeguarding arrangements.

The school will take account of the child's wishes and feelings, where appropriate, when considering how and when information is shared with parents or carers.

Where appropriate, safeguarding meetings or discussions may take place on school premises at the request of external agencies. The school will work sensitively and professionally with families throughout this process and will provide support where possible, including access to interpreters or translated information where required.

The school recognises that safeguarding processes can be distressing for families; however, all actions taken will be in the best interests of safeguarding and protecting children.

Further information regarding confidentiality, information sharing, reporting restrictions and allegations against staff can be found within the school's procedures for managing allegations and low-level concerns.

9. Recognising abuse and taking action

All staff should be able to identify indicators of abuse, neglect, exploitation and safeguarding harm, including prejudice-based harm and discriminatory behaviour such as racism and faith-targeted abuse, and understand that concerns may arise both online and offline. Staff should recognise that such experiences may affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help.

This includes children who:

- Have special educational needs and/or disabilities (SEND) or medical conditions
- Are young carers
- Are bereaved
- Are vulnerable to being drawn into anti-social or criminal behaviour, including gangs, county lines, organised crime or serious violence
- Are missing or absent from education, home or care, including persistent absence or emotionally based school non-attendance (EBSNA)
- Are at risk of child sexual exploitation (CSE), child criminal exploitation (CCE), trafficking or modern slavery
- Are vulnerable to radicalisation or extremism
- Are viewing harmful, violent or inappropriate online content or developing unsafe online relationships
- Are vulnerable to misinformation, disinformation, online harm influences, AI-generated content or technology-facilitated abuse
- Are living in challenging family circumstances, including domestic abuse, parental substance misuse or parental mental ill health
- Are misusing drugs or alcohol
- Are experiencing mental health and emotional wellbeing difficulties
- Have returned home from care
- Are at risk of so-called honour-based abuse, including forced marriage or female genital mutilation (FGM)
- Are privately fostered
- Have a parent in custody or are affected by parental offending
- Have experienced multiple suspensions, exclusions or periods in alternative provision
- Are looked after, previously looked after, in kinship care arrangements, or have a social worker
- May be questioning their gender and experiencing additional vulnerabilities, including bullying, social isolation, mental health and emotional wellbeing difficulties or other safeguarding concerns

All staff, volunteers and governors must follow the school's safeguarding procedures where concerns arise.

If a child is in immediate danger or at risk of significant harm

If a child is suffering, or is likely to suffer, significant harm, or is in immediate danger, a referral must be made immediately to children's social care and/or the police.

Anyone can make a referral. However, staff should inform the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) as soon as possible if they make a referral directly. Further guidance regarding referrals can be found via: [Report child abuse to your local council](#)

If a child makes a disclosure

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

- Listen carefully and take the child seriously
- Reassure the child they have done the right thing by speaking out
- Remain calm and avoid showing shock or disbelief
- Avoid asking leading questions or investigating the concern
- Explain that the information will need to be shared with the appropriate people to help keep them safe
- Never promise confidentiality
- Record the concern accurately using the child's own words wherever possible
- Record the date, time, context and persons involved
- Report the concern immediately to the DSL or DDSL using the school's safeguarding recording system

Staff should recognise that some children may:

- Not recognise that they are experiencing abuse, neglect or exploitation

- Feel ashamed, embarrassed, frightened or intimidated
- Be unable to communicate concerns verbally
- Face barriers linked to SEND, language, culture, disability, gender identity or sexual orientation, or as a result of experiencing racism, faith-based prejudice or other forms of discrimination
- Not understand that what is happening to them is abuse, neglect or exploitation

Staff should maintain professional curiosity and speak to the DSL if they have any concerns about a child's welfare or presentation.

Recording safeguarding concerns

All safeguarding concerns, disclosures and incidents must be recorded accurately, clearly and promptly in accordance with the school's safeguarding procedures.

The school uses: My Concern

Staff should ensure records:

- Are factual, clear and professional
- Use the child's own words wherever possible
- Include dates, times, locations and actions taken
- Include full names, roles and relationships
- Avoid abbreviations, assumptions or personal opinion
- Clearly identify when and to whom concerns were reported
- Include the child's wishes and feelings where appropriate

Safeguarding records should be completed as soon as possible following a concern or disclosure and in line with the school's reporting timescales.

Family Help and safeguarding thresholds

The school recognises the importance of Family Help and early identification of need in improving outcomes for children and families.

Where concerns are identified, the DSL or DDSL will consider whether:

- The child may benefit from Family Help
- The child is a Child in Need under Section 17 of the Children Act 1989
- The child may be suffering, or likely to suffer, significant harm under Section 47 of the Children Act 1989

The DSL will consider the child's needs, level of risk, family circumstances, protective factors and local threshold guidance when determining the appropriate response.

Where appropriate, the school may:

- Initiate or contribute to an Family Help assessment plans
- Participate in Team Around the Family (TAF) meetings
- Refer to children's social care
- Seek advice from safeguarding partners or other agencies

The child's wishes and feelings will be considered throughout safeguarding processes wherever appropriate.

Referrals to children's social care

If a referral to children's social care is required, the DSL will usually lead this process or support staff to do so. Where a child is registered at the school, safeguarding concerns should normally be discussed with the DSL before making a referral unless doing so would cause delay or place a child at further risk.

The local authority should acknowledge the referral and decide within one working day what action should be taken.

If staff feel that appropriate action has not been taken, they should follow local escalation procedures and continue to advocate for the child.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and is a form of child abuse. In accordance with statutory guidance, teachers have a mandatory duty to report to the police where:

- A girl under 18 discloses that FGM has been carried out on her; or
- A teacher observes physical signs which appear to show that FGM has been carried out

Teachers must make the report personally to the police and should also inform the DSL unless advised otherwise. All other staff should report concerns regarding FGM to the DSL immediately and follow local safeguarding procedures. Staff must never examine a child.

Concerns about extremism and radicalisation

Where there are concerns that a child may be vulnerable to radicalisation or extremism, the DSL will assess the level of risk and determine the appropriate referral pathway, which may include children's social care, the police or the Channel programme. Staff should understand that protecting children from radicalisation is part of the school's safeguarding responsibilities under the Prevent Duty.

Further advice is available from:

- **The DfE Prevent helpline: 020 7340 7264**
- **Email: counter.extremism@education.gov.uk**

In emergencies, staff should call 999.

Mental health and safeguarding

The school recognises that mental health and emotional wellbeing concerns may, in some cases, be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation.

Staff should remain alert to changes in behaviour, emotional wellbeing, attendance, presentation or engagement which may indicate safeguarding concerns or emerging mental health needs.

Online experiences, harmful content, cyberbullying, misinformation, disinformation, AI-generated content and technology-facilitated abuse may also negatively affect children's mental health and emotional wellbeing. Where there are concerns, staff should speak to the DSL to determine the most appropriate support and response.

Children with SEND and medical conditions

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff should be aware that additional barriers may exist when recognising abuse, neglect or exploitation and should not assume that indicators of possible abuse relate solely to a child's disability, additional need or medical condition.

Any reports of abuse involving children with SEND will require close liaison between the DSL and SENCO, and appropriate support should be provided to ensure children are able to communicate their wishes, feelings and concerns effectively.

Concerns about staff, volunteers or contractors

Concerns, allegations or information indicating that a member of staff, volunteer, supply teacher, contractor or other adult working in or on behalf of the school may pose a risk of harm to children must be reported immediately in accordance with the school's allegations and low-level concerns procedures.

Concerns relating to the headteacher should be reported to the chair of governors, proprietor or equivalent.

Where there is a conflict of interest, concerns should be referred directly to the Local Authority Designated Officer (LADO). The school will manage allegations and low-level concerns in accordance with Part Four of Keeping Children Safe in Education 2026 and local safeguarding procedures.

Staff should understand the difference between an allegation that may meet the harm threshold and a low-level concern that does not meet the harm threshold but may nevertheless require recording, review and consideration.

Child-on-child abuse

The school recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside school, including online. Child-on-child abuse will never be dismissed as:

- "Banter"
- "Part of growing up"
- "Having a laugh"

All concerns will be taken seriously and responded to appropriately.

The school will promote an inclusive, anti-discriminatory culture where racism, faith-targeted abuse and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities.

The school recognises that child-on-child abuse is most likely to include, but may not be limited to, bullying (including cyberbullying and prejudice-based bullying), abuse within intimate personal relationships, physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing-type violence and rituals, and technology-facilitated abuse.

Child-on-child abuse may include:

- Bullying, including prejudice-based or discriminatory bullying
- Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents

- Physical abuse
- Sexual violence or sexual harassment
- Upskirting
- Sharing of nudes and semi-nudes
- Initiation or hazing behaviours
- Abuse within intimate personal relationships
- Online abuse and technology-facilitated abuse

The school has a **zero-tolerance approach** to sexual violence and sexual harassment and recognises that even if there are no reports in school, such behaviour may still be taking place and should be assumed to be occurring unless there is evidence to the contrary.

The school recognises the gendered nature of many forms of child-on-child abuse whilst acknowledging that all children can be affected. The DSL will assess risk, support all children involved and work with external agencies where appropriate.

The school will consider the needs and safety of the alleged victim, any other children who may be affected, the child alleged to have displayed harmful behaviour, and the wider school community when determining an appropriate response.

Making or sharing of nudes and semi-nudes

The making or sharing of nudes or semi-nude images, videos or live streams by children will be managed in line with national guidance and safeguarding procedures. **Staff must:**

- Report concerns immediately to the DSL
- Not view, copy, print, share, store or delete imagery unless there is a clear and justifiable safeguarding reason to do so and this is in accordance with national guidance
- Not investigate the incident themselves
- Reassure children they will receive support

The DSL will undertake an initial risk assessment and determine whether referrals to the police or children's social care are required. All incidents, decisions and actions taken will be recorded appropriately.

Supporting children to report concerns

The school is committed to ensuring children feel safe, supported and able to report concerns. **We will ensure that:**

- Children understand how to report concerns, seek help for themselves or others and access support both within and outside school
- Reporting systems are accessible, well promoted and age appropriate
- Children know they will be listened to and taken seriously
- Staff respond in a supportive, child-centred and non-judgemental way
- Safeguarding education is embedded throughout the curriculum, including online safety and healthy relationships
- Children are provided with trusted adults they can talk to and are encouraged to report concerns at the earliest opportunity
- Children know that their wishes, feelings and lived experiences will be listened to and considered when decisions are made about safeguarding support and intervention
- Children can confidently report concerns knowing that they will be taken seriously, supported and kept safe

The school recognises that some children may not feel ready or know how to tell someone they are being abused, neglected or exploited. Staff will therefore maintain a culture of vigilance, professional curiosity and support, ensuring that children feel safe, heard and protected.

10. Online safety and the use of mobile technology

Online safety curriculum and computing, use of mobile technology (See separate policies for further information).

The Online Safety/ E-Safety lead is: Mr D Hatfield

The school recognises the importance of safeguarding children from harmful and inappropriate online content, contact, conduct and commerce. We understand that technology is a significant and evolving part of many safeguarding and emotional wellbeing issues and that children's online experiences can have a substantial impact on their safety, mental health and development.

The school adopts a whole-school approach to online safety which includes effective filtering and monitoring systems, staff training, pupil education, parental engagement and clear safeguarding procedures.

Online safety is recognised as a running and interrelated theme throughout the school's safeguarding arrangements, policies, procedures, curriculum and culture.

Where early years provision is delivered, this policy also includes expectations regarding the safe use of mobile phones, cameras and electronic devices (see Appendix 11).

The school aims to:

- Provide a safe online environment for pupils, staff, volunteers and governors
- Protect and educate the whole school community in the safe and responsible use of technology, including mobile and smart technology
- Establish clear procedures for identifying, reporting, responding to and escalating online safety concerns
- Maintain effective filtering and monitoring systems in line with DfE filtering and monitoring standards
- Ensure staff remain vigilant to safeguarding risks associated with evolving technologies, including artificial intelligence (AI), deepfakes, manipulated imagery, online coercion and technology-facilitated abuse
- Promote safe, responsible and ethical use of generative artificial intelligence (AI) technologies

Categories of online risk

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

Content

Exposure to illegal, inappropriate or harmful content, including:

- Pornography
- Racist, faith-targeted, misogynistic, prejudicial or other discriminatory content
- Self-harm or suicide content
- Extremism and radicalisation
- Misinformation, disinformation and conspiracy theories
- Antisemitic content
- Extreme sexual or physical violence
- Violent or online harm material

Contact

Experiencing online harm interactions with others, including:

- Online grooming
- Adults posing as children or young people
- Peer pressure or coercion
- Exploitation for sexual, criminal or financial purposes
- Interactions with generative AI applications that simulate users and may be used to manipulate, groom or exploit children

Conduct

Online behaviour that increases the likelihood of, or causes, harm, for example:

- Online bullying (cyberbullying), prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse
- Making, sending or receiving explicit images, including those generated using artificial intelligence (AI)
- Sharing nudes and semi-nudes
- Online harassment or abuse
- Uploading or sharing harmful or explicit content

Commerce

Online risks associated with financial exploitation and scams, including:

- Phishing
- Online fraud
- Gambling
- Inappropriate advertising

Online safety education

Online safety is embedded within the school's safeguarding curriculum, including computing, RSHE, PSHE and pastoral education.

Pupils are taught:

- How to stay safe online
- How to protect personal information and digital identity
- How to recognise unsafe, harmful or inappropriate online behaviour
- How to report concerns, abuse or cyberbullying

- How to critically evaluate online content, misinformation and online influence
- About the risks associated with social media, online relationships and emerging technologies
- How to safely and critically engage with AI-generated content and emerging technologies

The school recognises that children may experience abuse, exploitation or coercion online and that online harms can occur both inside and outside school.

Staff training and awareness

All staff receive safeguarding and online safety training as part of induction and through regular updates and refresher training.

Training includes:

- Online safeguarding risks and indicators
- Cyberbullying and online abuse
- Filtering and monitoring responsibilities
- Risks associated with radicalisation and extremism online
- Technology-facilitated abuse
- Artificial intelligence (AI), deepfakes and manipulated content

Staff should understand that online safety is a safeguarding issue and should maintain an attitude of “it could happen here”.

Working with parents and carers

The school works in partnership with parents and carers to promote online safety and responsible use of technology.

Parents and carers will receive information and guidance regarding:

- Online safety risks and trends
- Reporting concerns
- Safe use of social media and technology
- School expectations regarding mobile devices and online conduct
- The school's filtering and monitoring arrangements where appropriate

Mobile phones, cameras and smart technology

The school aims to provide a mobile phone-free environment during the school day unless there is a clear and justified educational, medical or safeguarding reason for an exception.

- The school has clear expectations regarding the use of mobile phones, cameras and smart technology by pupils, staff and visitors.
- Staff may bring personal mobile phones onto site but should only use them during non-contact time and in line with the Staff Code of Conduct and Mobile Phone Policy.
- Staff must not use personal devices to photograph or record pupils.
- All members of the school community are expected to follow the school's Acceptable Use Agreements and online safety expectations.
- The school reserves the right to search, screen or confiscate devices in accordance with relevant legislation and DfE guidance where appropriate.

Filtering and monitoring

- The school has appropriate filtering and monitoring systems in place to safeguard children from online harm material and activity whilst balancing educational needs and access.
- Filtering and monitoring systems will be reviewed at least annually and records of these reviews and checks will be maintained.
- The governing body and school leaders will regularly review the effectiveness of filtering and monitoring arrangements in line with DfE guidance and evolving safeguarding risks.
- Staff understand their responsibilities in relation to filtering and monitoring and will report concerns identified through these systems in line with safeguarding procedures.
- The school will undertake regular online safety reviews and risk assessments to ensure safeguarding arrangements remain effective and responsive to emerging technology and online harms.
- Roles and responsibilities for filtering and monitoring are clearly identified and understood by relevant staff.

Information security and cyber security

The school will take appropriate steps to protect children's personal information and ensure suitable cyber security measures are in place. The school will have regard to the Cyber Security Standards for Schools and Colleges and other relevant guidance when managing information security and access to systems and data.

Artificial intelligence (AI)

The school recognises that generative artificial intelligence (AI) tools are increasingly accessible and may present both opportunities and safeguarding risks.

AI may support teaching, learning and safeguarding practice; however, it may also be used to facilitate bullying, harassment, grooming, exploitation or the creation of harmful or misleading content, including deepfakes and manipulated imagery.

The school will:

- Respond to the misuse of AI in line with safeguarding, behaviour and anti-bullying policies
- Ensure staff understand the safeguarding implications of emerging technologies
- Carry out appropriate risk assessments where AI tools are introduced or used within school
- Promote safe, ethical and responsible use of technology
- Have regard to Department for Education guidance relating to the safe use of generative AI in education

Reviewing Online Safety

The school will undertake an annual review of its online safety arrangements, supported by an annual risk assessment that reflects the online risks and harms faced by its children. The findings of this review will be used to inform policy, practice, staff training and curriculum development.

The school will continue to review and adapt its online safety arrangements in response to technological developments and emerging safeguarding risks.

11. Notifying parents or carers

Where appropriate, the school will work in partnership with parents and carers to safeguard and promote the welfare of children. Concerns about a child's welfare or safety will normally be discussed with parents or carers by the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Other staff should only discuss safeguarding concerns with parents or carers following consultation with the DSL or DDSL.

The school will always consider the best interests and safety of the child when deciding whether to inform parents or carers about safeguarding concerns.

The child's wishes and feelings will be considered where appropriate, taking account of their age, understanding and circumstances.

Where there is reason to believe that informing parents or carers may:

- Place a child at increased risk of harm
- Prejudice a police investigation or statutory safeguarding enquiry
- Lead to the loss of evidence
- Increase the risk of intimidation, coercion or further abuse

the DSL will seek advice from children's social care and/or the police before sharing information.

Information sharing with parents and carers will be lawful, proportionate, necessary and in the best interests of the child.

Where allegations of child-on-child abuse are made, including discriminatory behaviour such as racism, faith-targeted abuse and other prejudice-based incidents, the school will normally inform the parents or carers of all children involved. Information sharing will be managed carefully, lawfully and sensitively, taking account of:

- The rights, safety and wellbeing of all children involved
- The need to protect confidentiality and privacy
- Advice from children's social care and/or the police
- The wishes and feelings of the child, where appropriate

The DSL will work with relevant agencies on a case-by-case basis to ensure appropriate safeguarding, support and risk management arrangements are in place.

This may include:

- Meeting with the child and their parents or carers to discuss safeguarding measures, support arrangements and the child's wishes and feelings
- Meeting with the parents or carers of the child alleged to have displayed harmful behaviour to discuss support, risk management strategies and any necessary protective measures or arrangements within school
- Working collaboratively with safeguarding partners, children's social care, the police and other agencies to ensure a coordinated and child-centred response

- Considering whether Family Help, early identification of need or additional support services may be beneficial for the child and family

The school recognises that safeguarding responses should support all children involved, whilst ensuring that the welfare and safety of any child who may have experienced abuse remains paramount.

The school recognises that safeguarding processes can be distressing for children and families and will ensure support is offered throughout any safeguarding investigation or intervention.

Where appropriate, the school will signpost children and families to relevant support services and work collaboratively with external agencies to help secure positive safeguarding and welfare outcomes.

12. Children with special educational needs, disabilities or health issues

The school recognises that children with special educational needs and disabilities (SEND) or certain medical or physical health conditions may face additional safeguarding challenges and barriers both online and offline.

These children may be at greater risk of abuse, neglect, exploitation and bullying, including child-on-child abuse, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, and online harm. Staff should recognise that safeguarding concerns may present differently for children with SEND and additional vulnerabilities.

The school recognises that children with SEND can be disproportionately impacted by bullying, child-on-child abuse and other safeguarding concerns without outwardly showing any signs.

Additional barriers can include:

- Assumptions that indicators of possible abuse, neglect or exploitation, such as behaviour, mood changes, injuries or emotional presentation, relate solely to a child's SEND or medical condition
- Increased vulnerability to isolation, bullying, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, or exploitation
- Communication difficulties or barriers in reporting concerns or expressing worries
- Difficulties understanding social situations, relationships, consent or online safety risks
- Increased vulnerability to manipulation, coercion or grooming, including online
- Limited understanding of the difference between fact and fiction online or the consequences of online behaviour
- Difficulties communicating or understanding that they are experiencing abuse, neglect or exploitation
- Difficulties expressing their wishes, feelings or experiences in a way that others can understand

Children with SEND or certain medical or physical health conditions may not always outwardly display signs of abuse or harm and may require additional support to communicate concerns.

Staff must not assume that indicators of possible abuse, neglect or exploitation relate solely to a child's SEND, disability, communication difficulty, behavioural presentation or medical condition.

The school will ensure that safeguarding arrangements are responsive to the individual needs of children with SEND and that all staff maintain a child-centred approach.

Where safeguarding concerns involve a child with SEND, the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) will work closely with the SENDCo and other relevant professionals to ensure appropriate assessment, communication and support arrangements are in place.

Any reports of abuse involving children with SEND will require close liaison between the DSL (or DDSL) and the SENDCo.

The school will consider:

- Additional pastoral support and wellbeing provision
- Appropriate communication methods and adjustments
- Support from specialist staff or external agencies
- Individual risk assessments and safeguarding plans where appropriate
- The child's wishes, feelings and preferred methods of communication
- Whether additional support is required to enable the child to understand safeguarding processes and express their views effectively

Support mechanisms may include:

- SENDCo, Inclusion Manager or other suitably qualified professionals
- Specialist agency involvement
- Communication aids, symbols or visual supports

- One-to-one support
- Assistive technology or adapted IT resources
- Tailored safeguarding and online safety education

Staff should remain alert to additional indicators of possible abuse or neglect, including poor personal care, malnourishment, lack of stimulation, rough handling, inappropriate restraint, ill-fitting equipment, deprivation of medication, misuse of medication, misuse of finances or barriers to communication and independence.

Where applicable, boarding and residential settings will also recognise the additional safeguarding vulnerabilities associated with residential care arrangements and ensure appropriate safeguards and support are in place.

13. Pupils with a social worker

Some children may have a social worker due to safeguarding, child protection or welfare needs. The school recognises that experiences of abuse, neglect, exploitation, adversity and trauma, including prejudice-based harm and discriminatory behaviour such as racism and faith-targeted abuse, can have a significant impact on children's safety, welfare, wellbeing, mental health, sense of safety, attendance, behaviour and educational outcomes.

The school recognises that children who have, or have previously had, a social worker are more likely to experience disadvantage, face barriers to learning and have poorer educational outcomes than their peers.

The Designated Safeguarding Lead (DSL) and all staff will work collaboratively with social workers and other professionals to help safeguard and support vulnerable children.

Where the school is aware that a child has, or has previously had, a social worker, this information will be considered by the DSL and relevant staff when making decisions about the child's safety, welfare, support and educational provision.

This may include consideration of:

- Attendance concerns, including persistent absence, repeated unexplained absence, missing education or emotionally based school non-attendance (EBSNA), recognising that these may indicate safeguarding or welfare concerns
- The need for additional pastoral, emotional, behavioural or academic support
- The impact of trauma, abuse, neglect or family circumstances on the child's presentation and progress
- The need for Family Help, multi-agency support or reasonable adjustments within school
- The child's wishes, feelings and lived experiences
- Any Child in Need Plan, Child Protection Plan or other multi-agency support arrangements

The school recognises the important role it plays in supporting educational outcomes for children who have a social worker and will maintain high aspirations whilst ensuring safeguarding remains central to all decision-making.

The school will work closely with the Virtual School Head, where appropriate, recognising their strategic role in promoting the educational outcomes of children who have or have previously had a social worker.

The DSL will ensure that information relating to a child's social worker and any relevant safeguarding or welfare concerns is shared appropriately with staff on a need-to-know basis to support the child's safety, wellbeing and educational outcomes.

Staff will maintain a child-centred and trauma-informed approach and work proactively with safeguarding partners and other agencies to promote the welfare, safety and wellbeing of children.

Staff will maintain professional curiosity and recognise that changes in attendance, behaviour, presentation, engagement or emotional wellbeing may indicate that additional support, intervention or safeguarding action is required.

14. Looked after children, previously looked after children, children in kinship care and care leavers

Our designated teacher for looked after children and previously looked after children is Mrs Harsimrat Kaur Mavi

The school recognises that looked after children, previously looked after children and care leavers may face additional safeguarding, emotional and educational vulnerabilities as a result of their experiences before and during care.

The school also recognises that children living in kinship care arrangements may experience additional vulnerabilities and will work with the Virtual School Head and other professionals, where appropriate, to support their welfare, attendance and educational outcomes.

The school will ensure that staff have the skills, knowledge and understanding to safeguard and promote the welfare of looked after and previously looked after children and to support their educational achievement, attendance, wellbeing and wider outcomes.

Appropriate staff will have access to relevant information relating to a child's:

- Legal status and care arrangements
- Care plan and Personal Education Plan (PEP), where appropriate
- Contact arrangements with parents or others who hold parental responsibility
- Social worker and Virtual School Head contact details
- Individual safeguarding, emotional wellbeing and educational needs
- Attendance, behaviour, mental health and any identified vulnerabilities, risks or protective factors, including experiences of prejudice-based harm or discriminatory behaviour, such as racism and faith-targeted abuse

The Designated Safeguarding Lead (DSL) will maintain effective communication with social workers, Virtual School Heads and other relevant professionals to support safeguarding and educational outcomes.

The school has appointed a designated teacher to promote the educational achievement of looked after and previously looked after children in accordance with statutory guidance.

The designated teacher will be appropriately trained and will:

- Work closely with the DSL to ensure safeguarding concerns are identified and responded to promptly and effectively
- Promote high aspirations and educational achievement for looked after and previously looked after children
- Work collaboratively with Virtual School Heads and other professionals to support attendance, progress, attainment and wellbeing
- Contribute to and support the development and review of Personal Education Plans (PEPs)
- Support the effective use of Pupil Premium Plus funding to meet identified needs
- Consider the impact of trauma, attachment difficulties, loss and adversity on children's learning, behaviour and relationships
- Promote a joined-up approach between safeguarding, attendance, wellbeing and educational achievement
- Ensure the child's wishes, feelings and lived experiences are considered when planning and reviewing support

The school recognises the importance of maintaining stable relationships, consistent support and a trauma-informed approach for children who are looked after or have previously been looked after.

The school recognises that promoting educational achievement, regular attendance, positive relationships and emotional wellbeing are important protective factors in reducing safeguarding risks and improving outcomes for care-experienced children.

Where a child is looked after, previously looked after, in kinship care or has a social worker, safeguarding, welfare and educational information will be considered together to ensure the child receives the right help, support and protection at the right time.

Care leavers

The school also recognises that care leavers may continue to require support and guidance as they transition into further education, employment, training or independent living.

Local authorities retain ongoing responsibilities for care leavers, including:

- Keeping in touch with them
- Assessing their needs
- Providing a Personal Adviser
- Developing and reviewing a Pathway Plan

Where appropriate, the DSL or deputy DSL will liaise with the child's Personal Adviser and other professionals to support safeguarding, wellbeing and educational outcomes for care leavers.

The school will continue to adopt a child-centred and supportive approach, recognising that care-experienced young people may remain vulnerable to safeguarding, mental health, attendance and emotional wellbeing concerns.

Relevant information will be shared appropriately on a need-to-know basis to support safeguarding, promote welfare and ensure that care-experienced children receive timely and effective support.

15. Complaints and concerns about school safeguarding policies

Complaints against staff

Concerns or complaints about staff, volunteers, supply staff or contractors that may meet the harm threshold or indicate that a person may pose a risk of harm to children will be managed in accordance with Part Four of Keeping Children Safe in Education 2026 and the school's procedures for managing allegations against staff and low-level concerns.

The school recognises the importance of distinguishing between concerns that may meet the harm threshold and low-level concerns that do not meet the harm threshold but may nevertheless require recording, review and appropriate action.

Such concerns will be reported immediately to the headteacher or principal. Concerns relating to the headteacher or principal will be referred to the chair of governors, proprietor or equivalent.

Where appropriate, the school will seek advice from the Local Authority Designated Officer (LADO) and work in partnership with safeguarding agencies, children's social care and the police.

Other safeguarding complaints

The school takes all safeguarding-related complaints seriously and will respond to concerns in a timely, proportionate and child-centred manner.

Safeguarding complaints may relate to:

- The conduct of staff, volunteers or visitors
- Health and safety concerns
- Premises or site security
- Online safety or technology use
- Behaviour management practices
- The implementation of safeguarding procedures
- The welfare or safety of children
- The effectiveness of the school's safeguarding arrangements, culture or leadership
- Concerns that safeguarding procedures have not been followed appropriately

All safeguarding concerns and complaints will be considered in line with the school's safeguarding procedures, complaints policy and local safeguarding arrangements.

The governing body, proprietor or management committee will ensure that appropriate arrangements are in place for receiving, investigating and responding to safeguarding complaints and concerns.

Where early years provision is delivered, the school will also comply with the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) statutory framework, including requirements relating to complaints.

Whistleblowing

The school promotes a culture of openness, transparency and accountability where staff, volunteers, governors, parents and carers feel able to raise concerns about poor practice, unsafe behaviour, safeguarding failures or concerns about the conduct of adults working with children.

All concerns will be taken seriously and responded to appropriately by the headteacher, senior leadership team and governing body.

The school has appropriate whistleblowing procedures in place, which are reflected within staff induction, safeguarding training, the Staff Code of Conduct and relevant policies.

Staff should feel able to raise concerns where they believe:

- A child is not being adequately protected
- Safeguarding procedures are not being followed
- Poor or unsafe practice is taking place
- There are concerns about the conduct of adults working with children
- Concerns raised previously have not been appropriately addressed
- There are concerns about safeguarding leadership, culture or decision-making

Staff should not assume that concerns have already been reported, shared or acted upon and should continue to escalate concerns where they believe a child is not receiving the right help, support or protection.

Where staff feel unable to raise concerns internally, or believe that concerns are not being taken seriously, they may use alternative whistleblowing routes.

This includes contacting the NSPCC Whistleblowing Advice Line:

- Telephone: 0800 028 0285
- Email: help@nspcc.org.uk
- Website: NSPCC Whistleblowing Advice Line

Staff may also contact:

- The Local Authority Designated Officer (LADO)
- Children's social care
- Ofsted
- The police

No member of staff should suffer detriment or disadvantage for raising a genuine safeguarding concern in good faith.

The school recognises that effective whistleblowing arrangements are an important part of safeguarding and promoting the welfare of children.

The school encourages all staff to maintain professional curiosity and to challenge practice respectfully where they believe that safeguarding arrangements, decisions or actions may not be in the best interests of a child.

16. Record keeping

The school maintains safeguarding and child protection records in accordance with statutory guidance, data protection legislation and the school's records retention procedures.

All safeguarding concerns, disclosures, discussions, decisions and actions taken must be recorded clearly, accurately and promptly. Records should be made as soon as possible after the event or concern has arisen. This includes decisions where a referral to another agency, such as children's social care, the police or the Prevent programme, was considered but not made, together with the rationale for that decision.

If staff are unsure whether information should be recorded, they should seek advice from the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Safeguarding records will include:

- A clear, factual and comprehensive summary of the concern
- Where relevant, details of any prejudice-based harm or discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, and the impact on the child's welfare, wellbeing and sense of safety
- Details of discussions, actions taken and decisions made
- The rationale for decisions reached
- Information regarding how concerns were followed up and resolved
- The outcome of any safeguarding intervention or referral
- The child's wishes, feelings and lived experiences, where appropriate
- A clear distinction between fact, observation, allegation and professional opinion

Safeguarding records relating to individual children will be held securely and separately from the main pupil file.

The school will ensure that safeguarding information:

- Is kept confidential and shared only with those who have a legitimate safeguarding need to know
- Is stored securely, whether in electronic or paper format
- Is protected in accordance with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- Is retained in line with the school's records retention schedule and local safeguarding guidance

The school uses: My Concern

Safeguarding records are stored: Electronically with My Concern

The DSL will maintain oversight of safeguarding records and ensure that appropriate chronologies are maintained where concerns are ongoing, complex or involve multiple agencies.

The school recognises that effective information sharing is essential to safeguarding and promoting the welfare of children and will share safeguarding information with relevant agencies where lawful, appropriate and necessary to protect a child from harm.

Safeguarding records may also support decisions relating to attendance, wellbeing, pastoral support and educational outcomes and should therefore be accurate, comprehensive and up to date.

Transfer of safeguarding records

Where a child transfers to another school, college or educational setting, the DSL will ensure that safeguarding and child protection records are transferred securely and separately from the main pupil file.

Records should be transferred:

- Within five working days for an in-year transfer; or

- Within the first five working days of the start of a new term

The DSL will obtain confirmation that the records have been received.

Where safeguarding concerns are ongoing, complex or involve statutory services, the DSL will speak directly with the DSL at the receiving setting to ensure appropriate safeguarding information is shared and that suitable support and protection can be put in place before the child starts.

The DSL will consider whether additional information should be shared with the receiving school or college to help support the child's safety, wellbeing and educational outcomes.

The school recognises the importance of maintaining continuity of safeguarding support and ensuring children remain protected during periods of transition.

Further information regarding record keeping can be found in:

- **Appendix 5** - Safer recruitment and pre-appointment checks
- **Appendix 6** - Allegations and concerns relating to staff, including low-level concerns

17. Safeguarding training

All Staff

All staff, including teaching and non-teaching staff, supply staff, volunteers and contractors, will receive safeguarding and child protection training, including online safety training, as part of induction and through regular updates thereafter.

Training will ensure staff:

- Understand the school's safeguarding and child protection systems, policies and procedures
- Understand their safeguarding responsibilities and reporting processes
- Can identify indicators of abuse, neglect, exploitation and safeguarding harm, both online and offline
- Recognise prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, and understand the potential impact on a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help
- Understand the importance of maintaining a child-centred approach and professional curiosity
- Know how to respond appropriately to disclosures and safeguarding concerns
- Understand whistleblowing procedures and how to raise concerns about unsafe practice
- Understand the importance of information sharing, record keeping and maintaining appropriate safeguarding records
- Understand how to identify children who may benefit from Family Help, early identification of need or statutory safeguarding services
- Understand the importance of professional curiosity, respectful challenge and escalation where concerns are not being addressed appropriately

Safeguarding training will:

- Be integrated within the school's whole-school safeguarding approach
- Reflect current statutory guidance, local safeguarding partner arrangements and emerging safeguarding risks
- Include online safety, filtering and monitoring responsibilities and the safe use of technology
- Support staff to recognise that child-on-child abuse may include discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- Support staff understanding of safeguarding risks linked to artificial intelligence (AI), deepfakes, manipulated imagery, online coercion, online harm content and technology-facilitated abuse
- Support staff understanding of behaviour, vulnerability, attendance, mental health and safeguarding
- Reflect the expectations within the Teachers' Standards, including maintaining a safe learning environment and understanding the needs of all pupils
- Recognise online safety as a running and interrelated theme throughout safeguarding practice
- Support staff understanding of the additional vulnerabilities that may affect children with SEND, children with a social worker, looked after and previously looked after children, children in kinship care, young carers and children who may be questioning their gender

All staff will receive Prevent Duty training to help them identify children who may be vulnerable to radicalisation and understand how to respond appropriately to concerns relating to extremism or terrorism.

Staff will also receive regular safeguarding updates, including online safety updates, through briefings, bulletins, staff meetings, training sessions or other safeguarding communications, and at least annually.

Contractors, including those working through private finance initiative (PFI) arrangements, and volunteers will receive safeguarding information and training appropriate to their role and level of contact with children.

Induction

All new staff, governors, volunteers, students and regular visitors will receive safeguarding and child protection induction appropriate to their role.

Induction will be completed in line with local safeguarding arrangements and before staff begin working unsupervised with children wherever possible.

Induction materials will include:

- The Child Protection and Safeguarding Policy
- Keeping Children Safe in Education 2026 - Part One
- Annex B: Further information on specific safeguarding issues (as appropriate to the member of staff's role)
- The Staff Code of Conduct
- Whistleblowing procedures
- Managing Allegations and Low-Level Concerns Policy
- Behaviour Policy
- Online Safety/Acceptable Use Policy
- Children Missing Education procedures
- Information regarding the role and identity of the DSL and deputy DSLs
- Information regarding safeguarding reporting systems and procedures
- Information regarding local safeguarding partner arrangements, referral pathways and local threshold guidance

Staff will be required to confirm that they have read and understood safeguarding documentation and will be provided with opportunities to ask questions and clarify expectations.

Designated Safeguarding Lead (DSL) and Deputy DSLs

The DSL and deputy DSLs will undertake safeguarding and child protection training at least every two years in line with statutory guidance.

In addition, they will update their safeguarding knowledge and skills regularly, and at least annually, through safeguarding briefings, networking, local authority updates, professional development and safeguarding publications.

The DSL, deputy DSLs and/or designated Prevent lead will also undertake Prevent awareness training, including training relating to extremist and terrorist ideologies and online radicalisation.

Training will support the DSL and deputy DSLs to:

- Understand local safeguarding arrangements and referral pathways
- Work effectively with safeguarding partners and external agencies
- Understand online safety, filtering and monitoring expectations
- Respond to emerging safeguarding risks and evolving technologies
- Promote a child-centred, inclusive and anti-discriminatory safeguarding culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the school's safeguarding responsibilities
- Understand Family Help arrangements, local thresholds and multi-agency working responsibilities
- Support educational outcomes for children with a social worker, looked after and previously looked after children and children in kinship care

Governors, trustees and proprietors

All governors, trustees and proprietors will receive safeguarding and child protection training, including online safety training, as part of induction and through regular updates thereafter.

This training will ensure they:

- Understand their strategic safeguarding responsibilities
- Can provide appropriate support, challenge and oversight
- Understand safeguarding policies, procedures and statutory duties
- Understand online safety, filtering and monitoring responsibilities
- Understand safeguarding risks linked to evolving technology and online harm, including AI-generated content, deepfakes and technology-facilitated abuse
- Understand their responsibilities under the Equality Act 2010, including the Public Sector Equality Duty (PSED), in relation to safeguarding and promoting the welfare of children
- Understand local safeguarding partner arrangements and the school's safeguarding effectiveness, culture and compliance responsibilities

The chair of governors (or equivalent) will receive appropriate training relating to the management of allegations against staff, as they may be required to act as the case manager where concerns relate to the headteacher or principal.

18. Monitoring arrangements

This Child Protection and Safeguarding Policy will be reviewed at least annually by the governing body, proprietor or management committee, or earlier where required, to reflect changes in legislation, statutory guidance, local safeguarding arrangements or safeguarding practice.

The review process may include contributions from staff, governors, safeguarding leads, pupils and other relevant stakeholders to help ensure the policy remains effective, relevant and reflective of the school's safeguarding culture and responsibilities.

The governing body, proprietor or management committee will monitor the effectiveness of safeguarding arrangements throughout the year and seek assurance that safeguarding systems, procedures and practice remain effective, child-centred and compliant with statutory requirements.

The policy will be updated in line with:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Local safeguarding partner procedures and guidance
- Emerging safeguarding risks and national learning
- Learning from safeguarding incidents, audits, reviews, complaints and local or national safeguarding practice reviews

Monitoring activities may include safeguarding audits, safeguarding reports, training records, record-keeping reviews, staff and pupil voice activities (wishes, feelings and lived experience), online safety reviews, filtering and monitoring reviews, governor monitoring visits and evaluation of safeguarding culture and practice, including the effectiveness of the school's inclusive, anti-discriminatory culture and its response to prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse.

The school will consider children's wishes, feelings and lived experiences when evaluating the effectiveness of safeguarding arrangements and identifying areas for improvement.

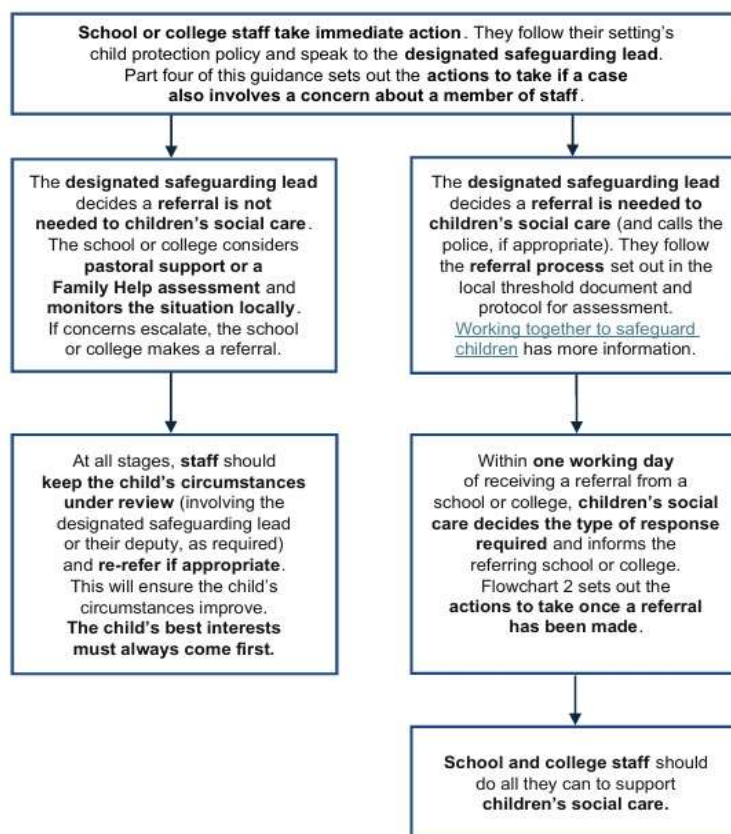
The governing body, proprietor or management committee will formally approve the policy following each review.

The current version of the policy will be published on the school/trust website and paper copies will be made available upon request.

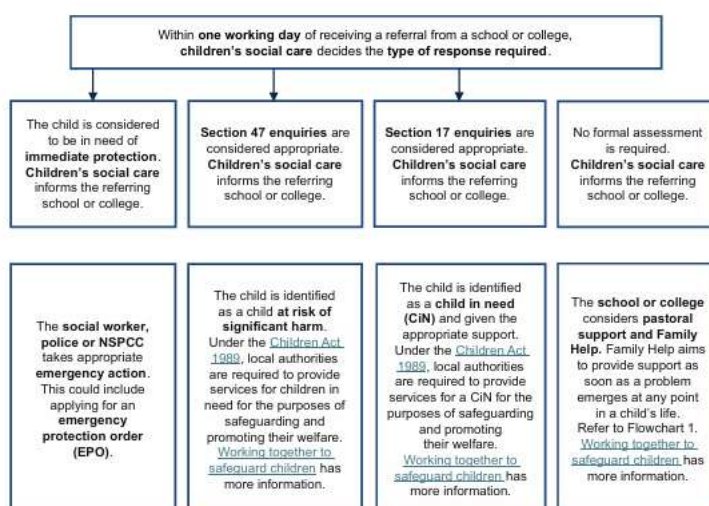
Any significant safeguarding updates, procedural changes or lessons learned will be communicated to staff, governors and other relevant stakeholders as appropriate.

Appendix 1 - Responding to concerns about a child (KCSIE 2026, pages 27–28)

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



Flowchart 2: actions taken once a referral has been made to children's social care



Appendix 2 - Contextual safeguarding

The school recognises that safeguarding incidents, abuse and harmful behaviours can occur both inside and outside the school or college environment, including online. Staff understand that children may be vulnerable to abuse, exploitation or harm in a range of different contexts beyond their home life.

All staff, particularly the Designated Safeguarding Lead (DSL) and deputy DSLs (DDSLs), should consider the wider context in which safeguarding concerns occur and recognise that children may be at risk of extra-familial harms.

Extra-familial harms refer to risks, abuse and exploitation that occur outside the family home and may arise from peer groups, schools, colleges, online activity, public spaces and the wider community. Children may experience multiple harms at the same time. Children who are experiencing extra-familial harms may not recognise that they are being abused, exploited or manipulated and may not view themselves as victims.

This may include risks associated with:

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Serious violence or gang involvement
- Serious youth violence
- County lines
- Child-on-child abuse
- Harmful sexual behaviour
- Online abuse and exploitation
- Technology-facilitated abuse
- Prejudice-based harm and discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, including where this occurs as part of bullying or child-on-child abuse
- Substance misuse
- Children who are absent from education, particularly persistently absent children and those absent on repeat occasions and/or for prolonged periods
- Unsafe peer groups or social environments
- Modern slavery and trafficking
- Radicalisation and extremism

The school adopts a contextual safeguarding approach and recognises the importance of understanding the social, environmental and cultural factors which may place children at risk of harm.

Safeguarding assessments, planning and interventions will therefore consider:

- Peer relationships and friendship groups
- Online activity and social media use
- Local community risks and environmental factors
- Public places and transport routes
- Family circumstances and protective factors
- The wider experiences and lived realities of the child
- The child's wishes, feelings and lived experiences
- Protective factors, strengths and trusted relationships within the child's life

The DSL and DDSLs will consider contextual factors within safeguarding assessments, risk assessments, multi-agency working and safeguarding supervision.

Staff should maintain professional curiosity and consider whether presenting behaviours, attendance concerns, changes in friendships, online activity or emotional wellbeing may indicate exploitation, abuse or wider safeguarding concerns.

All staff should remain alert to behaviours and indicators which may suggest a child is at risk of abuse, neglect, exploitation or extra-familial harms, including:

- Drug or alcohol misuse
- Unexplained absence or missing episodes
- Sharing of nude or semi-nude images
- Changes in behaviour, presentation or peer groups
- Signs of coercion, intimidation or exploitation
- Online risks or unsafe online relationships
- Involvement in anti-social behaviour, serious violence or criminal activity
- Possession of unexplained money, gifts, clothing or electronic devices
- Frequent association with older children or adults
- Use of multiple mobile phones, SIM cards or social media accounts
- Episodes of going missing from home, care or education
- Experiences or indicators of racism, faith-targeted abuse or other prejudice-based and discriminatory behaviour, including changes in a child's welfare, wellbeing, mental health, sense of safety or willingness to seek help

The school recognises that effective safeguarding responses to extra-familial harms often require multi-agency collaboration and will work closely with safeguarding partners, children's social care, the police, health services and other agencies to identify, assess and respond to contextual safeguarding risks.

The school will review local contextual safeguarding risks regularly and respond to emerging safeguarding themes, local intelligence and safeguarding partner guidance as part of its whole-school safeguarding approach.

Appendix 3 - What is child abuse? (Based on statutory guidance KCSIE 2026)

Abuse, neglect, exploitation and safeguarding issues are rarely isolated events that can be covered by a single definition or label. In many cases, multiple safeguarding concerns may overlap and children may experience more than one form of abuse at the same time. Abuse, neglect and safeguarding issues can occur inside or outside the home, online or offline, and may be perpetrated by adults or by other children.

Abuse is 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 the ill-treatment of others. This can be particularly relevant in relation to all forms of domestic abuse, including where a child sees, hears or experiences its effects.

Children may be abused in a family, 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 also cause harm to other family members, often referred to as child to parent or care giver abuse.

Children may also experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may significantly affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help and should be recognised and responded to as part of safeguarding practice.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

Emotional abuse may involve:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person
- Not giving a child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
- Verbal abuse, including persistent criticism, belittling or name-calling
- Imposing age or developmentally inappropriate expectations on a child
- Overprotection, limiting exploration or preventing normal social interaction
- Seeing or hearing the ill-treatment of another person, including domestic abuse
- Serious bullying, including cyberbullying, prejudice-based harm and discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- Causing children frequently to feel frightened, humiliated, in danger or exploited
- The exploitation or corruption of children

Some level of emotional abuse is involved in all forms of maltreatment, although emotional abuse may also occur on its own.

Sexual abuse

Sexual abuse involves forcing, causing or inciting a child or young person to take part in sexual activities. The activities may involve physical contact, including assault by penetration or non-penetrative acts, and may also include non-contact activities.

Children may be sexually abused by adults or by other children. Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to any form of sexual activity.

Sexual abuse may involve:

- Physical contact, including assault by penetration (such as rape or oral sex) or non-penetrative acts such as touching, kissing, rubbing or masturbation

- Non-contact activities, including involving children in looking at or producing sexual images, watching sexual activities, sexual harassment, grooming, coercion or encouraging children to behave in sexually inappropriate ways
- Abuse facilitated through technology, including online grooming, coercion, exploitation or the sharing of sexual images

Sexual abuse can be perpetrated by adults or by other children. It is important to recognise that women and children can also carry out acts of sexual abuse.

The sexual abuse of children by other children is a specific safeguarding issue in education. Child-on-child abuse may also include discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. All staff should be aware of the school's procedures for recognising and responding to child-on-child abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, shelter or safe living conditions
- Protect a child from physical or emotional harm or danger
- Ensure appropriate supervision, including the use of suitable caregivers
- Ensure access to appropriate medical care or treatment
- Respond appropriately to a child's emotional needs

Neglect may also include a lack of emotional warmth, stimulation or responsiveness to a child's developmental and emotional needs.

Staff should be aware that safeguarding concerns may present differently in children with SEND, children who are vulnerable, or children experiencing extra-familial harm, and should always maintain a child-centred and professionally curious approach.

Appendix 4 - Safer working practices

The school has a Staff Code of Conduct which sets out clear expectations regarding professional behaviour, safeguarding responsibilities and safer working practices. All staff, including supply staff, volunteers, contractors and visitors working regularly within the school, will receive and be expected to follow this guidance as part of their induction and ongoing safeguarding responsibilities.

All adults working with children should always maintain appropriate professional boundaries and avoid behaviour which could:

- Place a child at risk of harm
- Lead to misunderstandings or allegations
- Compromise professional judgement
- Undermine public confidence in the profession

Staff should remain mindful of their position of trust and ensure that all interactions with pupils are professional, appropriate and transparent.

All staff have a responsibility to maintain public trust, safeguard pupils' wellbeing and act in accordance with the school's safeguarding procedures, Staff Code of Conduct and Keeping Children Safe in Education 2026.

When working with children on a one-to-one basis, staff should consider appropriate safeguarding measures, including:

- Using rooms where visibility is possible, such as rooms with glass panels or open doors where appropriate
- Ensuring other adults are aware of the activity taking place
- Avoiding unnecessary isolation with pupils
- Following risk assessments and agreed safeguarding procedures where one-to-one work is required

These principles apply equally to face-to-face, online and remote interactions with children.

Staff must not:

- Share personal mobile telephone numbers or personal email addresses with pupils
- Communicate with pupils through personal social media accounts or unofficial platforms
- Arrange to meet pupils outside school or college activities without appropriate authorisation
- Transport pupils in personal vehicles without prior authorisation and appropriate risk assessment
- Develop inappropriate personal or social relationships with pupils

- Use personal devices to photograph, record or store images of pupils except where expressly authorised in accordance with school procedures
- Create, possess, share or distribute inappropriate, indecent or AI-generated images involving children

The school recognises that online behaviour forms part of safer working practice expectations. Staff should maintain professional conduct online and understand the safeguarding risks associated with technology, social media, messaging platforms, artificial intelligence (AI), manipulated imagery and online communication.

Staff should be aware that conduct outside work, including online activity, may have safeguarding implications and may be treated as a disciplinary matter where it brings the profession into disrepute or raises concerns about suitability to work with children.

Any concerns about the conduct of a member of staff, volunteer, contractor or other adult working with children should be reported immediately in accordance with the school's procedures for managing allegations and low-level concerns.

Under the Sexual Offences Act 2003, it is a criminal offence for a person working in a position of trust within an educational setting to engage in a sexual relationship with a pupil, even where the pupil is over the age of consent.

Staff should recognise that professional boundaries must be maintained at all times and that children cannot consent to an abuse of trust relationship.

Any use of reasonable force or physical intervention will be carried out in accordance with statutory guidance and the school's Positive Handling / Physical Intervention Policy.

Physical intervention will only be used where it is reasonable, proportionate and necessary to:

- Prevent a child from harming themselves or others
- Prevent serious damage to property
- Maintain good order and safety

All incidents involving physical intervention will be recorded appropriately and parents or carers will be informed in line with school procedures.

The school promotes a culture of openness, transparency and professional challenge where staff feel able to seek advice, raise concerns and report safeguarding issues relating to children or adults without fear of detriment.

Appendix 5 - Safer recruitment, selection and pre-appointment checks - *In line with Part Three of Keeping Children Safe in Education 2026*

The school is committed to safeguarding and promoting the welfare of children and expects all staff, governors, trustees, volunteers, contractors and visitors to share this commitment.

The governing body, proprietor or management committee recognises that safer recruitment forms an integral part of the school's whole-school safeguarding culture. Robust recruitment and selection procedures help deter, identify and reject individuals who may pose a risk to children and ensure that only suitable people are appointed to work with them.

All recruitment and selection processes will be undertaken in accordance with Part Three of **Keeping Children Safe in Education (2026)**, relevant legislation and local safeguarding arrangements.

The governing body will ensure that all individuals involved in recruiting or employing staff who work with children receive appropriate safer recruitment training. This training will, as a minimum, cover the content of Part Three of Keeping Children Safe in Education and be regularly refreshed to ensure knowledge remains current.

Recruitment advertising

Recruitment advertisements, job descriptions and person specifications will clearly communicate:

- the school's commitment to safeguarding and promoting the welfare of children;
- the safeguarding responsibilities associated with the role;
- whether the post involves regulated activity relating to children;
- that appropriate safeguarding and pre-employment checks will be undertaken before appointment;
- whether the post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions Order); and
- the school's expectation that shortlisted candidates will be subject to an online search as part of its due diligence processes.

Applicants will be provided with, or directed to:

- the Child Protection and Safeguarding Policy;
- the Staff Code of Conduct;

- the school's policy on the employment of ex-offenders; and
- information outlining the safeguarding responsibilities and expectations associated with the role.

Where a role involves regulated activity relating to children, applicants will be informed that it is a criminal offence for a person barred from engaging in regulated activity to apply for the post.

Applications

The school will only accept fully completed application forms. Curriculum vitae (CVs) will not be accepted as a substitute for an application form but may be submitted alongside it where appropriate.

Application forms will require applicants to provide:

- personal details, including current and previous names, address and National Insurance number;
- full employment, education and voluntary work history since leaving school, including explanations for any gaps;
- details of current or most recent employment and reasons for leaving;
- qualifications, awarding bodies and dates obtained where relevant;
- suitable referees;
- a statement demonstrating how they meet the person specification and their suitability to work with children.

Shortlisting

Shortlisting will normally be undertaken by at least two appropriately trained members of staff.

The shortlisting process will include careful scrutiny of:

- employment history and any unexplained gaps;
- inconsistencies or discrepancies within the application;
- patterns that may indicate safeguarding concerns;
- the applicant's suitability to work with children.

As part of its due diligence, the school will undertake online searches of shortlisted candidates to identify publicly available information that may be relevant to their suitability to work with children. Candidates will be informed that these searches will take place before interview. Any information identified that may be relevant to safeguarding or professional suitability will be explored appropriately during the recruitment process.

Self-declaration

Following shortlisting, candidates will be required to complete a self-declaration of their criminal record and any other information relevant to their suitability to work with children.

This may include:

- criminal convictions or cautions;
- children's barred list status;
- prohibition from teaching;
- prohibition from the management of an independent school where applicable;
- childcare disqualification where relevant;
- any relevant overseas information;
- involvement with children's social care or police agencies; and
- any other information that may affect their suitability to work with children.

Candidates will be required to sign a declaration confirming that the information provided is complete and accurate. Information disclosed through the self-declaration will be considered fairly and proportionately and, where appropriate, explored during interview before any appointment decision is made.

References

References are an essential part of the safer recruitment process and, wherever possible, will be obtained before interview to allow any issues to be explored with the candidate.

The school will:

- obtain references directly from referees and never rely on open testimonials or references supplied by the applicant;
- seek references from the current employer, or most recent employer where appropriate;
- obtain a reference from the last employer where the applicant worked with children if different from the current employer;
- verify the authenticity of all references;
- compare references with the application form and investigate any discrepancies;
- clarify any vague, incomplete or inconsistent information with the referee;
- verify employment history and reasons for leaving previous employment;

- seek confirmation that the referee is satisfied that the applicant is suitable to work with children; and
- consider any substantiated safeguarding concerns or allegations that meet the statutory harm threshold in accordance with Keeping Children Safe in Education.

Information relating to allegations that are false, unfounded, unsubstantiated or malicious, or repeated low-level concerns that do not meet the harm threshold, will not be included within references.

Any concerns arising from references will be resolved satisfactorily before an appointment is confirmed.

Interviews and selection

The recruitment process will include structured interviews designed to assess each candidate's suitability to work with children as well as their competence for the role.

Interview questions will explore:

- motivation for working with children;
- safeguarding knowledge, attitudes and responsibilities;
- understanding of professional boundaries;
- recognition of children's vulnerability;
- previous experience relevant to the role;
- employment history, including any gaps or frequent changes;
- any concerns identified during the recruitment process, including information arising from online searches or references.

Interview panels will remain alert to responses or behaviours that may indicate unsuitable attitudes towards children or safeguarding responsibilities.

Where appropriate, pupils may participate meaningfully within the recruitment process through suitably planned and supervised activities.

Recruitment decisions will be based on all information obtained throughout the recruitment process. Interview records, recruitment decisions and the rationale for appointments will be documented and retained in accordance with the school's record retention procedures.

Pre-appointment checks

All offers of employment are conditional upon the satisfactory completion of all statutory pre-employment checks. These checks form an essential part of the school's wider safeguarding arrangements and are undertaken to help ensure that only suitable individuals are appointed to work with children.

Before any appointment is confirmed, the school will complete all required pre-appointment checks in accordance with Keeping Children Safe in Education (2026), relevant legislation and statutory guidance.

The school will:

- Verify the candidate's identity using appropriate original documentation and be satisfied that the individual is who they claim to be. Where appropriate, this will include consideration of current and previous names.
- Verify the candidate's right to work in the United Kingdom in accordance with current immigration legislation.
- Obtain an Enhanced Disclosure and Barring Service (DBS) certificate where required.
- Obtain children's barred list information for all individuals who will be engaging in regulated activity with children.
- Where legally permitted, obtain a separate children's barred list check where an individual is required to begin regulated activity before the Enhanced DBS certificate has been received, provided all other pre-appointment checks have been completed.
- Verify professional qualifications where these are required for the role, including Qualified Teacher Status (QTS), teacher induction or probation where applicable.
- Verify the candidate's mental and physical fitness to carry out the responsibilities of the post in accordance with equality legislation.
- Undertake prohibition from teaching checks for all individuals undertaking teaching work.
- Undertake prohibition, restriction, sanction and direction checks using the Department for Education's **Check a Teacher's Record** service where appropriate.
- Undertake Section 128 checks for individuals undertaking management positions in independent schools, academies and free schools, where required.
- Undertake childcare disqualification checks where the role falls within the Childcare Disqualification Regulations 2018.
- Carry out any additional overseas checks considered necessary where an individual has lived or worked outside the United Kingdom.
- Obtain and scrutinise satisfactory references in accordance with the school's safer recruitment procedures.

Individuals who have lived or worked overseas

Where an applicant has lived or worked outside the United Kingdom, the school will undertake the same pre-appointment checks required for all staff and will also complete any additional checks considered appropriate to determine suitability to work with children.

Additional checks may include overseas criminal record checks, confirmation from relevant professional regulatory authorities, certificates of good conduct or other evidence available within the relevant jurisdiction. Where such information is unavailable, the school will undertake an appropriate risk assessment and use professional judgement when determining suitability for appointment.

The school recognises that overseas teaching qualifications or professional registration do not, in themselves, provide assurance that an individual is suitable to work with children.

Regulated activity

The school will determine the appropriate level of DBS check according to whether the role constitutes regulated activity. In accordance with the Safeguarding Vulnerable Groups Act 2006, as amended by the Crime and Policing Act 2026, regulated activity includes work that is carried out:

- frequently;
- on more than three days within any thirty-day period; or
- overnight,

where an individual teaches, trains, instructs, cares for, supervises or provides advice or guidance relating to the physical, emotional or educational wellbeing of children.

Regulated activity also includes relevant personal care, healthcare and overnight responsibilities regardless of frequency.

The school will ensure that:

- no individual who is barred from working with children is knowingly permitted to engage in regulated activity;
- children's barred list information is requested only where the role legally permits this;
- barred list checks are never requested where an individual is not engaging in regulated activity.

Disclosure and Barring Service (DBS)

The school recognises that DBS checks form one part of safer recruitment and should always be considered alongside all other information obtained throughout the recruitment process.

Where a DBS certificate contains information, the school will consider each case individually, taking account of:

- the nature and seriousness of any offence;
- its relevance to the role;
- the length of time since the offence occurred;
- any pattern of offending;
- the circumstances surrounding the offence;
- the explanation provided by the applicant; and
- the applicant's suitability to work with children.

Recruitment decisions will be fair, proportionate, evidence-based and consistent with the school's Policy on the Recruitment of Ex-Offenders.

DBS Update Service

The school may use the DBS Update Service where appropriate.

Before relying upon an online status check, the school will:

- obtain the individual's consent;
- examine the original DBS certificate;
- verify that the certificate relates to the individual presenting it;
- confirm that the level and workforce of the DBS certificate are appropriate for the role; and
- complete the online status check.

The school recognises that use of the DBS Update Service does not remove the requirement to examine the original DBS certificate before employment.

Applicant moving from another school or college

Where an applicant has recently worked within a school or college in England and qualifies under the statutory three-month provisions, the school will consider whether obtaining a new Enhanced DBS certificate is necessary. Regardless of whether a new DBS certificate is obtained, all other statutory pre-appointment checks will be completed before employment commences.

Conditional appointment

No individual will be permitted to commence employment until all mandatory safeguarding and pre-appointment checks have been completed satisfactorily, unless permitted by statutory guidance. Where exceptionally an individual begins work before an Enhanced DBS certificate has been received, appropriate supervision arrangements will be implemented, and all other required safeguarding checks, including any permitted separate children's barred list check, will have been completed. This exception does not apply to volunteers working within settings covered by the EYFS framework, who must not begin work until the required Enhanced DBS certificate, including children's barred list information, has been received.

Single Central Record (SCR)

The school will maintain a Single Central Record (SCR) of all required pre-appointment checks in accordance with statutory requirements and Part Three of **Keeping Children Safe in Education (2026)**.

The SCR forms an essential part of the school's safeguarding arrangements and provides evidence that appropriate recruitment, vetting and suitability checks have been completed before individuals begin work with children.

The governing body, proprietor or management committee will ensure that the SCR is accurate, complete, securely maintained and subject to regular monitoring and quality assurance.

The SCR will include, as required:

- all employed staff, including salaried trainee teachers;
- agency and third-party supply staff;
- governors, trustees, members and proprietors, where applicable;
- any other individuals required by statutory guidance.

As a minimum, the SCR will record:

- verification of identity;
- an Enhanced Disclosure and Barring Service (DBS) check;
- children's barred list check, where required;
- prohibition from teaching check, where applicable;
- Section 128 direction check for management positions, where required;
- verification of professional qualifications, where applicable;
- right to work in the United Kingdom;
- overseas checks where applicable; and
- the date each check was completed or the relevant certificate obtained.

Where agency or third-party staff are engaged, the SCR will record written confirmation that the supplying organisation has completed all required safeguarding and pre-employment checks, including the appropriate DBS check where applicable.

Where the school receives written confirmation from an employment business or agency, the school will also verify the identity of the individual on arrival and ensure that the person presenting for work is the same individual on whom the safeguarding checks were completed.

The school recognises that additional non-statutory information may also be recorded where this supports effective safeguarding practice. This may include, for example:

- safeguarding and safer recruitment training dates;
- checks completed on volunteers;
- checks completed on governors or trustees;
- the name of the person completing individual checks; and
- other safeguarding information considered appropriate by the school.

The SCR may be maintained electronically or in paper format, provided it remains secure, accurate and readily available for inspection.

Details of individuals will be removed from the SCR promptly once they cease working for the school, in accordance with statutory guidance and the school's records retention procedures.

The Headteacher, Designated Safeguarding Lead (DSL), School Business Manager and governors with responsibility for safeguarding will undertake regular quality assurance of the SCR to ensure that:

- all required checks have been completed;
- information is accurate and up to date;
- statutory requirements continue to be met;
- any discrepancies are identified and addressed promptly.

The governing body recognises that maintaining an accurate SCR is only one element of safer recruitment. It should be considered alongside effective recruitment procedures, safeguarding culture, ongoing vigilance, induction, supervision, safeguarding training, allegations management and low-level concerns procedures.

Agency staff, contractors, visitors, volunteers and other adults

The school recognises that safeguarding responsibilities extend to all adults who work with, or may come into contact with, children. Appropriate safeguarding arrangements will therefore be applied to agency staff, contractors, volunteers, trainee teachers, governors, trustees, visitors and all other adults working on behalf of the school.

Agency and third-party staff

Where agency workers or staff supplied by a third-party organisation are engaged, the school will obtain written confirmation that all statutory pre-employment and safeguarding checks have been completed at the appropriate level before the individual begins work.

Where required, this confirmation will include that:

- an Enhanced DBS check has been obtained;
- children's barred list information has been obtained where the role constitutes regulated activity;
- all other relevant pre-appointment checks have been completed in accordance with statutory guidance.

The school will always verify the identity of agency and supply staff on arrival and ensure they are the individual on whom the safeguarding checks have been completed.

Where safeguarding information disclosed through the DBS is relevant to the placement, the school will obtain appropriate information from the agency before the individual commences work.

Contractors

The school will ensure that safeguarding expectations are clearly set out within contracts for services. The level of safeguarding checks required for contractors will be determined according to the nature of the work, the opportunity for contact with children and whether the work constitutes regulated activity.

Contractors who are undertaking regulated activity will be required to hold an Enhanced DBS check with children's barred list information.

Where contractors have regular opportunities for contact with children but are not undertaking regulated activity, an Enhanced DBS check, without barred list information, will normally be required.

Contractors who have no opportunity for regular contact with children will be subject to a proportionate risk assessment to determine whether any DBS check is necessary.

Under no circumstances will a contractor who has not undergone the appropriate safeguarding checks be permitted to undertake regulated activity or work unsupervised where there is a safeguarding risk.

The school recognises that self-employed contractors may obtain their own DBS certificate. Where this applies, the school may verify the original certificate, ensuring that it is at the appropriate level for the work being undertaken before allowing work to commence. The identity of all contractors will be verified on arrival.

Visitors

The school welcomes a range of visitors, including professionals, educational speakers, parents, carers, governors, contractors and members of the wider community.

The school will adopt a proportionate, risk-based approach when determining safeguarding arrangements for visitors. The Headteacher will exercise professional judgement when deciding whether visitors should be supervised or escorted whilst on site.

The school will not routinely request DBS checks or ask to see existing DBS certificates for visitors attending events such as sports days, performances, meetings or similar occasions where this is neither necessary nor proportionate.

Visitors attending in a professional capacity will be required to provide appropriate identification. The school will seek assurance that appropriate safeguarding checks have been completed by their employing organisation where required. Where visitors will have no direct contact with children, DBS checks are unlikely to be necessary.

The school will assess the educational value, age appropriateness and safeguarding suitability of any external organisations, speakers or visitors before they work with pupils.

Volunteers

Volunteers make an important contribution to school life and will be subject to safeguarding arrangements that are proportionate to the nature of their role.

The school will undertake a written risk assessment to determine the appropriate level of safeguarding checks for every volunteer.

In accordance with the Crime and Policing Act 2026, volunteers who teach, train, instruct or supervise children:

- frequently;
- on more than three days within any thirty-day period; or
- overnight,

are engaging in regulated activity.

The school is also subject to the Early Years Foundation Stage (EYFS) framework, therefore volunteers must not be permitted to begin working within settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's Enhanced DBS certificate, including children's barred list information.

Where a volunteer undertakes regulated activity across more than one education setting and satisfies the statutory period condition, the relevant settings will work together to determine which setting will obtain the DBS check. The volunteer may use the same certificate across participating settings and is encouraged to join the DBS Update Service, which is available free of charge for volunteers.

Volunteers who are not engaging in regulated activity will be subject to a proportionate risk assessment, which may determine that an Enhanced DBS check without barred list information, a Basic DBS check or no DBS check is appropriate. Unchecked volunteers will never be left unsupervised with children and will never undertake regulated activity.

The school will ensure that all volunteers receive an appropriate induction, understand the school's safeguarding procedures and know how to report concerns about a child or the behaviour of an adult.

Trainee teachers

Where trainee teachers are employed directly by the school, all statutory safer recruitment and pre-employment checks will be completed before they begin work.

Where trainee teachers are provided through an Initial Teacher Training provider, the school will obtain written confirmation that all required safeguarding and suitability checks have been completed and that the trainee has been assessed as suitable to work with children.

Governors, trustees and proprietors

Governors, trustees, members and proprietors will undergo appropriate safeguarding and suitability checks in accordance with statutory guidance and their role within the school.

Where required, this will include Enhanced DBS checks, Section 128 checks and any other statutory suitability checks. Governors with delegated safeguarding responsibilities will receive appropriate safeguarding training to enable them to fulfil their statutory duties effectively.

Alternative provision, work experience and host families

The school remains responsible for safeguarding and promoting the welfare of pupils who attend alternative provision, participate in work experience or are placed with host families through arrangements made by the school.

Before any placement begins, the school will obtain appropriate written assurance that suitable safeguarding, safer recruitment, health and safety and welfare arrangements are in place.

The school will maintain effective oversight of pupils attending alternative provision and will ensure that:

- attendance is monitored;
- safeguarding information is shared appropriately;
- welfare arrangements are regularly reviewed; and
- communication with the provider is maintained.

Where pupils are placed with host families, including overseas arrangements organised by the school, appropriate safeguarding checks and risk assessments will be completed in accordance with statutory guidance.

Ongoing safeguarding

The school recognises that safer recruitment and pre-employment vetting represent only one element of effective safeguarding. All adults working within the school will receive an appropriate safeguarding induction, regular safeguarding training, supervision and support. The school will maintain clear procedures for managing allegations, low-level concerns, whistleblowing and professional conduct to ensure that safeguarding remains an ongoing responsibility throughout an individual's engagement with the school.

Appendix 6 – Allegations against staff, including supply staff, volunteers, contractors and low-level concerns (In line with Part Four of Keeping Children Safe in Education 2026)

The school recognises that safeguarding concerns can arise about adults working in or on behalf of the school, including staff, supply staff, volunteers, contractors and governors. All concerns and allegations will be taken seriously and managed promptly, fairly, consistently and in accordance with Part Four of Keeping Children Safe in Education 2026.

The school has adopted the local authority and Low-Level Concerns procedures. All staff should understand the procedures to follow if they have concerns about the behaviour or conduct of another adult working with children.

Allegations that may meet the harm threshold

An allegation may meet the harm threshold if an adult working in or on behalf of the school has:

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

This includes behaviour occurring both inside and outside of school or college, including online conduct. Behaviour that may have occurred outside school or college may also meet the harm threshold where it indicates that an individual may pose a transferable risk to children or may otherwise be unsuitable to work with children.

Where appropriate, the school will assess any transferable risk to children and seek advice from the Local Authority Designated Officer (LADO).

Reporting allegations

Concerns or allegations about a member of staff, supply teacher, volunteer, contractor or other adult working in or on behalf of the school must be reported immediately to the headteacher/principal (or equivalent).

Where the concern relates to the headteacher/principal, it must be reported to the chair of governors, chair of trustees or proprietor.

The case manager will seek advice from the Local Authority Designated Officer (LADO) as soon as possible and within one working day.

The Local Authority Designated Officer (LADO) is currently:

Belinda Crowshaw Jaspal Tattar (IRO) Local Authority Designated Officer (LADO)	01922 652322	lado@walsall.gov.uk Safer Employment & the LADO (Allegations) - Walsall Safeguarding Children
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Before contacting the LADO, the school may undertake limited fact-finding enquiries, in line with local procedures, to establish basic facts and determine whether there is any foundation to the allegation. This may include confirming whether:

- The individual was present at the relevant time
- The individual could have had contact with the child
- There were any witnesses
- CCTV or other evidence may be available

The school will not undertake any investigation that could jeopardise a police or children's social care investigation.

Initial response

The welfare of the child is paramount. Where there is an immediate risk of harm, the school will contact children's social care and/or the police without delay.

The Designated Safeguarding Lead (DSL) or deputy DSL will take responsibility for ensuring that the child is safeguarded and supported throughout the process, whilst the case manager will oversee the management of the allegation against the adult.

The purpose of the initial discussion with the LADO is to consider:

- The nature, content and context of the allegation
- Whether the allegation meets the harm threshold
- Whether further investigation is required
- Whether police or children's social care involvement is necessary
- What immediate safeguarding actions may be required

The school will not investigate allegations independently before consulting the LADO unless there is an immediate safeguarding risk requiring urgent action.

Supply staff, contractors and agency staff

Where concerns relate to supply staff or contractors, the school will work collaboratively with the employment agency or employer whilst taking the lead on safeguarding matters.

The school will not cease to use an individual solely due to safeguarding concerns without establishing the facts and consulting the LADO.

The school will ensure that:

- Safeguarding concerns are properly investigated
- Appropriate information is shared with the employer or agency
- Suitable safeguarding measures are implemented during investigations
- Patterns of concerning behaviour are identified and addressed

Low-level concerns relating to supply staff or contractors will be shared with their employer or agency so that potential patterns of inappropriate behaviour can be identified and addressed.

Organisations or individuals using school premises

Where an allegation relates to an individual or organisation using school premises to provide activities or services for children, the school will follow its safeguarding procedures and consult the LADO as appropriate.

Safeguarding responsibilities and reporting arrangements will be clearly set out within hire agreements, contracts and service-level agreements.

Confidentiality and support

The school will make every effort to maintain confidentiality and guard against unnecessary publicity while allegations are being considered or investigated.

The school will comply with statutory reporting restrictions under Section 141F of the Education Act 2002. Parents, carers and others involved in allegations management processes will be reminded of the importance of maintaining confidentiality and avoiding speculation, gossip, social media discussion or publication of information that may identify individuals involved in allegations.

The case manager will seek advice from the LADO, police and children's social care regarding:

- Who needs to know information and what can be shared
- Managing speculation, leaks and gossip
- Information that may be shared with the wider community
- Responding to media or press enquiries

The school recognises its duty of care to all individuals involved and will ensure appropriate support is provided to:

- The child or children involved
- The adult subject to the allegation
- Staff involved in managing the process

The school recognises its duty of care to adults subject to allegations and will:

- Keep them informed of progress where appropriate
- Provide a named contact person
- Signpost counselling, occupational health or wellbeing support where appropriate
- Advise them to seek support from a trade union representative or workplace colleague

Non-recent allegations

- Allegations may relate to abuse that occurred many years ago.
- Where an adult reports that they were abused as a child, they will be advised to report the matter to the police.
- Non-recent allegations made by a child will be referred to the LADO in accordance with local safeguarding procedures.
- Abuse can be reported regardless of how long ago it occurred.

Suspension and alternative arrangements

Suspension will not be an automatic response to allegations and will only be considered where:

- There is reason to suspect that a child is at risk of harm
- The allegation is sufficiently serious to justify suspension
- There is no reasonable alternative safeguarding arrangement

Alternative arrangements may include:

- Redeployment
- Increased supervision
- Temporary adjustments to duties
- Removal from direct contact with children
- Alternative working arrangements

The rationale for decisions regarding suspension will be clearly recorded following discussion with the LADO and, where appropriate, police or children's social care.

Outcomes of allegations

Allegation outcomes will be determined using the definitions set out within Keeping Children Safe in Education 2026:

- Substantiated: Sufficient evidence to prove the allegation
- False: Sufficient evidence to disprove the allegation
- Malicious: Sufficient evidence to prove there was a deliberate act to deceive or cause harm
- Unsubstantiated: Insufficient evidence to prove or disprove the allegation
- Unfounded: No evidence or proper basis supporting the allegation

Referrals to external agencies

The school has a legal duty to refer individuals to the Disclosure and Barring Service (DBS) where the criteria for referral are met.

Referrals will be made where an individual:

- Has harmed or poses a risk of harm to a child
- Has engaged in relevant conduct
- Has been removed from regulated activity, or would have been removed had they not resigned

Where appropriate, referrals will also be made to:

- The Teaching Regulation Agency (TRA)
- Ofsted (for early years provision where applicable)
- The police
- Children's social care

Low-level concerns

As part of the school's whole-school safeguarding approach, the school promotes an open, transparent and respectful culture in which all concerns about adults working in or on behalf of the school are shared responsibly, recorded appropriately and dealt with promptly.

The school recognises that early identification and management of low-level concerns helps to maintain a strong safeguarding culture and prevent escalation.

The school promotes a culture of openness and transparency where staff feel confident to self-report errors, incidents or concerns about their own behaviour where appropriate. Low-level concerns will be recorded, reviewed and responded to proportionately to help identify concerning patterns of behaviour and maintain a strong safeguarding culture.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct, including conduct outside work; and
- Does not meet the harm threshold for referral to the LADO

Examples may include, but are not limited to:

- Being over-familiar with children
- Favouritism

- Inappropriate use of personal devices or photography
- Meeting children behind closed doors without appropriate safeguards
- Inappropriate language or behaviour
- Breaches of professional boundaries

Low-level concerns may arise from:

- A suspicion or concern
- A complaint
- A disclosure by a child, parent or adult
- Information identified through safeguarding or vetting processes

All low-level concerns should be reported to the headteacher/principal (or chair of governors where concerns relate to the headteacher).

The school encourages a culture where staff feel confident to:

- Share concerns about others
- Self-refer where they recognise that their own behaviour may have fallen below expected standards
- Seek guidance where unsure

Responding to low-level concerns

Low-level concerns will be:

- Taken seriously
- Considered proportionately and sensitively
- Recorded appropriately
- Reviewed to identify patterns or emerging concerns
- Managed in line with the Staff Code of Conduct and safeguarding procedures

The headteacher/principal will determine appropriate action and may work alongside the DSL where appropriate. Where patterns of behaviour indicate escalating risk, concerns may be referred to the LADO.

Record keeping

Clear and comprehensive records will be maintained for all allegations and low-level concerns.

Records will include:

- A summary of the concern or allegation
- Context and relevant information
- Actions taken and decisions made
- Outcomes and rationale

Records will be:

- Stored securely and confidentially
- Managed in accordance with the Data Protection Act 2018 and UK GDPR
- Retained in line with statutory guidance and records retention procedures
- Allegations found to be malicious or false will be removed from personnel records unless the individual provides consent for their retention
- Records relating to substantiated, unfounded or unsubstantiated allegations will be retained at least until the individual reaches normal pension age, or for ten years from the date of the allegation if this is longer
- Records will include a clear and comprehensive summary of the allegation, details of how it was followed up and resolved, any action taken, the outcome reached and whether the information will be referred to in future references

References

- The school will only include substantiated safeguarding allegations that meet the harm threshold in employment references
- Allegations that are false, malicious, unfounded or unsubstantiated will not be included in references
- Low-level concerns will not normally be included in references unless they relate to misconduct or poor performance that would ordinarily be disclosed

Learning lessons

Following the conclusion of safeguarding cases involving adults, the school will review practice, procedures and safeguarding arrangements to identify whether improvements can be made to strengthen safeguarding culture and reduce future risk.

Where appropriate, the review will consider lessons learned from the management of the allegation, the use of suspension or alternative arrangements, staff training needs, policy updates and any wider cultural or systemic issues that may require improvement.

Appendix 7 - Specific safeguarding issue – in alphabetical order

Assessing adult-involved nude and semi-nude image sharing incidents - (In line with Keeping Children Safe in Education 2026 and UKCIS guidance)

All incidents involving adults and the sharing, possession, creation or distribution of nude or semi-nude images of children are child sexual abuse offences and must be treated as a safeguarding concern requiring immediate referral to the police and children's social care.

The school recognises that offenders may use AI-generated, computer-generated or digitally manipulated pseudo-images that appear to depict a real child. Such incidents will be treated as safeguarding concerns and responded to in line with statutory guidance and police advice.

The school recognises that some incidents may initially appear to involve child-on-child abuse but may, in fact, involve adult offenders operating online.

Children may not recognise that they are being groomed, exploited, manipulated or abused and may believe they are in a genuine friendship, relationship or situation of trust.

Children are more likely to know their abuser than not, although online offenders may also be unknown to the child or may conceal their true identity. A child under the age of 13 can never legally consent to any form of sexual activity.

Staff should remain professionally curious and alert to indicators of adult involvement, coercion, grooming, exploitation or financially motivated abuse.

Adult-involved incidents may be linked to child sexual exploitation (CSE), child criminal exploitation (CCE), modern slavery, trafficking, organised crime or wider online abuse and should always be considered within the broader safeguarding context.

Adult-involved incidents generally fall into two broad categories:

- Sexually motivated incidents
- Financially motivated sexual extortion ("sextortion")

Sexually motivated incidents

Sexually motivated incidents involve an adult offender coercing, manipulating or grooming a child or young person into creating or sharing nude or semi-nude images or videos.

Offenders may:

- Pose as another child or young person online
- Use fake, stolen or hacked accounts
- Build trust through social media, gaming platforms, livestreaming or messaging apps
- Move communication from public platforms to private or end-to-end encrypted (E2EE) services
- Use manipulation, coercion, threats or blackmail
- Share pornography, child sexual abuse material or AI-generated sexual imagery to normalise behaviour or pressure the child

Once images have been shared, offenders may attempt to:

- Blackmail the child into sending additional images
- Threaten to share images publicly or with friends and family
- Coerce the child into further sexual activity online or offline
- Exploit the child emotionally, sexually or financially

Potential indicators of sexually motivated adult involvement may include a child or young person:

- Being contacted online by someone they do not know who appears to be another child or young person
- Being rapidly drawn into sexualised conversations or behaviour online
- Receiving unsolicited sexual images or messages
- Being encouraged to move conversations to private or encrypted platforms
- Being pressured, manipulated or coerced into sharing images or engaging in sexual activity
- Being offered gifts, money, gaming credits or other incentives
- Appearing distressed, secretive or anxious about online activity
- Being threatened or blackmailed following image sharing
- Being suddenly withdrawn from online activity, social media or gaming platforms
- Disclosing that digitally manipulated or AI-generated images are being used to extort them

Financially motivated sexual extortion ("Sextortion")

Financially motivated sexual extortion is a form of online abuse in which offenders threaten to release nude or semi-nude images of a child or young person unless money, financial details or other demands are met.

This type of abuse is commonly referred to as "sextortion" and is often carried out by organised criminal groups operating internationally.

Offenders may:

- Pose as another child or young person online
- Use hacked or fake accounts
- Coerce children into sharing images
- Use hacked, stolen or AI-generated images
- Demand money, gift cards, bank details or access to financial accounts
- Use fear, intimidation and blackmail to maintain control

Potential indicators may include a child or young person:

- Being contacted by unknown online accounts
- Being quickly engaged in sexualised communication
- Being pressured into sharing images
- Reporting that their account or device has been hacked
- Receiving threats relating to the release of images or personal information
- Being asked for money or financial information
- Appearing anxious, withdrawn, fearful or distressed following online activity

School response

Any concerns relating to adult-involved nude or semi-nude image sharing incidents must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The school will:

- Treat all incidents as a safeguarding concern
- Make immediate referrals to the police and children's social care where appropriate
- Preserve evidence and avoid unnecessary viewing or sharing of imagery
- Encourage the child not to delete messages, accounts or images until advice has been obtained from the police or DSL
- Provide appropriate safeguarding and emotional support to the child
- Consider immediate risks relating to self-harm, suicidal ideation or emotional distress
- Work with parents/carers wherever possible, unless doing so would place the child at increased risk of harm
- Consider wider safeguarding risks, including exploitation, mental health and online safety concerns
- Consider referrals to CEOP, the Internet Watch Foundation (IWF) and other specialist agencies where appropriate

Staff should not:

- View or forward illegal imagery unnecessarily
- Promise confidentiality to children
- Attempt to investigate incidents independently

Staff should recognise that victims of sextortion and online sexual exploitation may experience extreme distress, shame, fear and anxiety. Immediate safeguarding action may be required where there are concerns regarding self-harm, suicidal ideation or significant emotional harm.

The school recognises that children involved in adult-facilitated image sharing, online grooming, sexual exploitation or sextortion are victims of abuse. Children should never be blamed for their abuse and will be supported in a child-centred, trauma-informed, sensitive and non-judgemental manner.

The school will also ensure that preventative education regarding online safety, grooming, coercion, exploitation, consent and image sharing is delivered through the curriculum and wider safeguarding work.

Breast ironing/breast flattening

Breast ironing or breast flattening is a harmful practice in which a child's breasts are pressed, massaged, flattened or compressed to delay or stop breast development. The practice is usually carried out by female family members during puberty using heated objects, bandages, binders or other restrictive materials.

The practice may be linked to beliefs about protecting girls from unwanted sexual attention, sexual violence, pregnancy, child marriage, preserving family honour or controlling a girl's sexuality and bodily autonomy. Breast ironing/flattening is recognised

as a harmful practice and a form of physical abuse that may also be associated with wider safeguarding concerns, including honour-based abuse and violence against women and girls (VAWG).

Possible health impacts include:

- Severe pain and injury
- Burns, infection or tissue damage
- Breast deformity or scarring
- Abscesses or cysts
- Emotional trauma, anxiety or low self-esteem

Staff should also recognise that some children and young people who are questioning their gender may choose to bind their chest. Whilst this is distinct from breast ironing/flattening, unsafe binding practices may present physical health risks and wider wellbeing concerns. Any support should be considered on a case-by-case basis, taking a child-centred, safeguarding-focused and evidence-informed approach.

Breast ironing has been identified in several countries, including Cameroon, Togo, Chad, Kenya and parts of West and Central Africa, although it may occur within any community.

Possible indicators that a child may be at risk include:

- Pain, injury or marks to the chest area
- Reluctance to change clothes for PE or physical activities
- Wearing restrictive clothing or bandages
- Anxiety or embarrassment about body changes
- Family beliefs supporting the practice
- Disclosure by the child or concerns raised by peers
- Reluctance to participate in swimming, changing for PE or medical examinations
- Reports of pain, breathing difficulties or discomfort associated with chest compression
- Sudden changes in presentation, confidence, attendance or emotional wellbeing during puberty
- References to family expectations relating to modesty, honour, sexuality or relationships

Children affected by breast ironing/flattening may not recognise the practice as abuse and may believe it is a normal or necessary part of family or cultural expectations. Staff should therefore remain alert to indicators of harm and create opportunities for children to talk about concerns safely.

Staff should remain professionally curious and culturally informed whilst recognising that cultural beliefs or practices must never prevent appropriate safeguarding action. The welfare of the child is paramount and concerns should always be considered through a safeguarding lens.

Staff should avoid assumptions or stereotyping based on a child's race, ethnicity, culture or faith and should remain alert to any associated prejudice-based harm, racism, faith-targeted abuse or discriminatory behaviour that may affect the child's welfare, wellbeing, mental health or sense of safety.

There is no specific criminal offence relating to breast ironing in the UK; however, the practice may amount to physical abuse and significant harm.

Any concerns that a child may be at risk of, or experiencing, breast ironing/flattening must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL). The DSL will consider the level of risk and take appropriate safeguarding action, including referral to children's social care and/or the police where necessary. Immediate action may be required where there is evidence of significant harm, ongoing abuse or risk of further injury.

CCE - Child criminal exploitation

Child criminal exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

The exploitation may occur:

- In exchange for something the child needs or wants
- For the financial or other benefit of the perpetrator or facilitator
- Through violence, threats, intimidation or coercion

A child may be criminally exploited even where the activity appears consensual. CCE can occur both online and offline and may involve contact through social media, gaming platforms or messaging apps.

The school recognises that child criminal exploitation is a form of child abuse and may be linked to modern slavery, human trafficking, organised crime and county lines activity. Where modern slavery or trafficking is suspected, appropriate child protection procedures will be followed and referrals considered in line with statutory guidance.

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Where appropriate, referrals may be made to the NRM and children may also be entitled to support from an Independent Child Trafficking Guardian (ICTG).

The school recognises that different forms of abuse often overlap and that children may experience multiple forms of exploitation simultaneously, including child criminal exploitation (CCE), child sexual exploitation (CSE), serious violence and online abuse.

CCE can include:

- County lines activity
- Transporting drugs, money or weapons
- Forced shoplifting or theft
- Cannabis cultivation
- Violence or intimidation
- Financial exploitation or money laundering

Children can be exploited by adult males or females, acting individually or as part of a group. They may also be exploited by other children who may themselves be victims of exploitation. Where this is the case, safeguarding responses should recognise both the harmful behaviour and the child's own vulnerability.

Whilst age can contribute to an imbalance of power, staff should recognise that children may be made more vulnerable to exploitation due to factors including SEND, disability, neurodivergence, communication difficulties, sexual identity, mental health needs, family circumstances, social isolation, limited access to support, or experiences of prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse.

Possible indicators of CCE include a child:

- Having unexplained money, gifts or possessions
- Appearing with new possessions, money, clothing or technology that cannot be easily explained
- Associating with individuals involved in exploitation or criminal activity
- Associating with gangs, criminal networks or other children known to be involved in exploitation
- Going missing or being absent from home or school
- Regularly arriving home late
- Experiencing changes in behaviour, presentation or emotional wellbeing
- Misusing drugs or alcohol
- Becoming disengaged from education or frequently missing school
- Displaying increased secrecy, anxiety, aggression or fearfulness
- Being found in areas known for criminal activity or county lines activity
- Possessing multiple mobile phones, SIM cards or unexplained travel tickets

Staff should recognise that children involved in criminal exploitation are victims of abuse and exploitation.

Children who have experienced criminal exploitation may require additional safeguarding, pastoral, attendance and educational support to help them remain engaged in education and recover from the impact of exploitation.

Any concerns regarding possible child criminal exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action, including referral to children's social care, the police, the National Referral Mechanism (NRM) and other relevant agencies in line with local safeguarding procedures.

Child-on-child abuse - *In line with Keeping Children Safe in Education 2026*

At St Giles' C.E. Primary School we believe that all children have the right to learn in a safe, supportive and respectful environment free from abuse, harm and harassment.

We recognise that children can abuse other children and that child-on-child abuse can occur:

- Inside and outside of school or college
- Online and offline
- Between children of any age or gender
- Within intimate personal relationships

The school recognises that even where there are no reported incidents of child-on-child abuse, this does not mean it is not occurring. Staff should remain vigilant and recognise that abuse may be unreported.

All staff understand the important role they play in preventing, identifying and responding to child-on-child abuse and should immediately share concerns with the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

All staff understand that child-on-child abuse is a safeguarding issue and should never be dismissed as:

- “Banter”
- “Part of growing up”
- “Just having a laugh”
- “Boys being boys”

The school maintains a zero-tolerance approach to abuse, violence, harassment, prejudice-based harm and discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, misogyny, misandry and other harmful behaviour. The school recognises that failing to recognise and challenge inappropriate or discriminatory behaviour can create an unsafe environment and contribute to a culture which normalises abuse.

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

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- Abuse in intimate personal relationships between children (sometimes known as teenage relationship abuse)
- Physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Serious physical assault or harm, including threats involving weapons
- Sexual violence and sexual harassment
- Harmful sexual behaviour (HSB)
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual making or sharing of nudes and semi-nudes
- Upskirting
- Initiation or hazing-type violence and rituals
- Online abuse, coercion, misogyny and harassment

Many forms of child-on-child abuse may include an online element which facilitates, threatens, encourages or exacerbates the abuse.

The school recognises that abuse may involve technology and can include abusive messages, image sharing, online intimidation, exploitation and exposure to inappropriate content.

All allegations and concerns will be:

- Taken seriously
- Responded to promptly
- Recorded appropriately
- Considered on a case-by-case basis
- Managed in a child-centred manner

Staff will consider:

- The age, developmental stage and needs of the children involved
- Any SEND or vulnerabilities
- The nature, frequency and context of the behaviour
- Whether there are wider safeguarding concerns or patterns of abuse

The school recognises that child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. Whilst appropriate sanctions may be necessary, children displaying harmful behaviour may also require safeguarding assessment, intervention and support.

Staff should remain alert to circumstances where children may be at increased risk, including before and after school, during social times, online and whilst travelling to and from school.

The school recognises that child-on-child abuse can have a serious and long-lasting impact on children's welfare, wellbeing, mental health, sense of safety, attendance and educational outcomes, and may affect their willingness to seek help. This includes the impact of racism, faith-targeted abuse and other forms of prejudice-based and discriminatory behaviour.

Any concern that a child may be at risk of abuse from another child must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action, including:

- Risk assessment and safety planning
- Support for the victim and alleged perpetrator
- Referral to children's social care and/or the police where appropriate
- Ongoing monitoring and multi-agency working

The school will ensure that victims are listened to, supported and protected, and that abuse occurring online or outside school is treated equally seriously.

Victims will never be given the impression that they are creating a problem by reporting abuse and will never be made to feel ashamed for making a report.

The wishes and feelings of the victim will be considered when determining safeguarding responses and support arrangements, whilst ensuring the school fulfils its wider safeguarding responsibilities.

The school recognises that child-on-child abuse is preventable. Early identification, professional curiosity, effective intervention and evidence-informed support can reduce the likelihood of abusive behaviour escalating and help safeguard all children involved.

Preventative measures include:

- An inclusive, anti-discriminatory behaviour and safeguarding culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed
- Effective reporting systems
- An age-appropriate RSHE curriculum
- Education around consent, healthy relationships and online safety
- Staff training and safeguarding awareness
- Early identification of need, Family Help and targeted support where concerns are identified

The school recognises the importance of creating a culture where children feel safe to report concerns and are confident that they will be taken seriously and supported.

Child-on-child sexual violence and harassment - *In line with Part Five of Keeping Children Safe in Education 2026*

The school recognises that sexual violence and sexual harassment can occur between children of any age and gender, both online and offline, including within intimate personal relationships. Such behaviour is never acceptable and will not be tolerated.

The school maintains a zero-tolerance approach to sexual violence and sexual harassment. Staff will never dismiss concerns as:

- "Banter"
- "Part of growing up"
- "Just having a laugh"
- "Boys being boys"

All reports will be taken seriously, responded to promptly and managed in a child-centred and trauma-informed manner.

The school recognises that harmful sexual behaviour (HSB), sexual harassment and sexual violence exist on a continuum and may escalate if not identified and addressed at an early stage. Early identification of need, including challenging misogynistic attitudes and behaviours, can help prevent escalation into more serious forms of abuse.

The school recognises that even where there are no reported incidents of sexual violence or sexual harassment, this does not mean that it is not occurring. Staff will maintain an attitude of "it could happen here" and remain alert to indicators that abuse may be taking place but not being reported.

The school recognises that girls, children with SEND and LGBTQ+ children may be at increased risk, although any child can be affected.

Sexual violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and may include:

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent

Staff understand that children can and do abuse other children in this way, and that sexual violence may occur online, offline or both.

Consent is about having the freedom and capacity to choose.

A child under the age of 13 can never consent to sexual activity. The age of consent is 16. Children are more likely to know their abuser than not.

Sexual harassment

Sexual harassment means unwanted conduct of a sexual nature which may:

- Violate a child's dignity
- Create an intimidating, hostile, degrading or sexualised environment

Sexual harassment can occur online and offline and may include:

- Sexual comments, remarks or jokes
- Sexualised name-calling
- Unwanted touching or physical behaviour
- Displaying sexual images
- Online sexual harassment
- Sharing sexual images or videos
- Sexual coercion, exploitation or threats

Sexual harassment can occur as a standalone incident or as part of a broader pattern of abuse. If left unchallenged, sexual harassment can create an environment where inappropriate behaviour is normalised and may increase the risk of sexual violence occurring.

Staff will challenge inappropriate sexualised language, comments and behaviours at the earliest opportunity, recognising the role this plays in preventing more serious abuse.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum from developmentally expected through to inappropriate, problematic, harmful, abusive or violent behaviour.

Harmful sexual behaviour (HSB) can occur online, offline or in both contexts and should always be considered within a child protection context.

Children displaying HSB may themselves have experienced abuse, trauma, exploitation, neglect or adverse childhood experiences and should be viewed through a safeguarding as well as behavioural lens.

The ages, developmental stages and relative power of the children involved will be carefully considered when assessing HSB. The Designated Safeguarding Lead (DSL) and deputy DSLs (DDSLs) will ensure that HSB is responded to as a safeguarding issue and that appropriate support and intervention are provided.

Responding to reports

All staff must report concerns regarding sexual violence or sexual harassment immediately to the DSL or DDSL.

Staff should understand that children may disclose abuse indirectly through behaviour, friendships, overheard conversations, changes in presentation or signs of distress. Staff should act immediately on concerns rather than waiting for a direct disclosure.

Staff responding to a disclosure will:

- Listen carefully and take the child seriously
- Reassure the child that they have done the right thing by reporting
- Reassure the child that they are being taken seriously, supported and kept safe
- Avoid judgemental or leading questions
- Use open questions only where clarification is necessary and avoid investigating the matter
- Never promise confidentiality
- Record the concern factually and accurately
- Record the child's own words wherever possible
- Explain that information will only be shared with those who need to know

Where possible, reports should be managed by two members of staff, one of whom should ideally be the DSL or a deputy DSL.

Where incidents involve nude or semi-nude imagery, staff will follow statutory guidance and will not unnecessarily view, copy or share images.

Confidentiality and anonymity

Only those staff and agencies who need to know will be informed of reports and safeguarding concerns. The school will carefully consider confidentiality, anonymity and information sharing in all cases, balancing the wishes of the victim with the need to safeguard them and other children.

The school will take reasonable steps to protect the anonymity, dignity and privacy of children involved and actively manage risks associated with rumours, gossip, social media and online sharing.

Parents/carers will normally be informed unless doing so would place a child at increased risk of harm.

Risk and needs assessment

Following a report of sexual violence, the DSL (or deputy DSL) will undertake an immediate risk and needs assessment. For reports of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The assessment will consider:

- The victim's safety, wishes and support needs
- Potential other victims
- The alleged perpetrator(s)
- Other children or staff who may be affected
- The wider school community
- The location and timing of the incident and any additional measures needed to improve safety
- Any ongoing risks
- Contextual safeguarding factors and wider patterns of behaviour

Risk assessments will be recorded, reviewed regularly and updated as circumstances change.

Options for managing reports

The DSL (or deputy DSL) will consider each case individually and determine the most appropriate course of action.

Possible responses include:

- Managing the incident internally through behaviour and safeguarding procedures
- Providing targeted early help and support
- Referral to children's social care
- Reporting to the police

The wishes of the victim will be considered wherever possible and appropriate, whilst balancing the school's duty to protect all children.

All decisions, actions taken and the rationale for those decisions will be clearly recorded.

Supporting children involved

The school recognises that reports of sexual violence and harassment can be highly distressing for all children involved.

Victims will be:

- Listened to and supported
- Protected from further harm, bullying or harassment
- Reassured that abuse occurring online or outside school will be treated as seriously as abuse occurring within school
- Never made to feel they are creating a problem by reporting concerns
- Given as much control as reasonably possible over decisions affecting them
- Given appropriate emotional, pastoral and safeguarding support
- Supported to continue accessing education wherever possible

Children displaying harmful sexual behaviour will also be supported appropriately, recognising that they may themselves have experienced abuse, trauma or unmet needs.

The school recognises that child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator.

Support and interventions will be considered on a case-by-case basis and may involve:

- Safety and risk management plans
- Pastoral or therapeutic support
- Multi-agency involvement
- Behavioural interventions and sanctions where appropriate

Access to specialist support

The DSL and deputy DSLs will maintain awareness of local specialist support services for victims, children displaying harmful sexual behaviour and their families.

Where appropriate, referrals may be made to children's social care, sexual violence support services, mental health services, early help services or other specialist agencies.

Preventative education and safeguarding culture

The school's whole-school safeguarding approach includes preventative education through:

- Relationships, Sex and Health Education (RSHE)
- Online safety education
- Behaviour and safeguarding policies
- Staff training
- Clear reporting systems
- Promoting respectful relationships and consent

The school will promote an inclusive, anti-discriminatory safeguarding culture where misogyny, sexism, racism, faith-targeted abuse, prejudice-based harm, discriminatory behaviour and harmful sexual behaviours are recognised, challenged and addressed at the earliest opportunity.

The school recognises the importance of creating a culture where children feel safe to report concerns and are confident that they will be taken seriously.

The school will regularly review safeguarding records, patterns of behaviour, policies and curriculum provision to identify emerging issues and strengthen safeguarding practice.

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. [Shore Space](#) offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Childhood Mental Health

The school recognises that mental health problems can affect any child at any time and that poor mental health may, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. Mental health difficulties may also be an indicator that a child has experienced, or is at risk of experiencing, abuse, neglect, exploitation or other safeguarding harm. Staff should recognise that experiences of prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, may significantly affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help.

Staff should remain alert to signs of mental ill-health, trauma or emotional distress, including where online experiences or exposure to harmful digital content may negatively impact a child's wellbeing.

The school recognises that only appropriately trained professionals should attempt to diagnose mental health conditions. However, education staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing mental health difficulties or be at risk of developing them.

Possible indicators may include:

- Withdrawal from friends, family or activities
- Persistent low mood, anxiety or tearfulness
- Significant changes in behaviour
- Ongoing difficulty sleeping
- Changes in eating patterns or concerns relating to eating disorders
- Emotional outbursts or irritability
- Loss of interest in previously enjoyed activities
- Self-harm, suicidal thoughts or expressions of hopelessness
- Physical signs of self-harm
- Neglecting personal care or wellbeing
- Difficulty coping with day-to-day activities or school attendance
- Not wanting to do things they usually enjoy

Not every child displaying these behaviours will have a mental health difficulty or be at risk of suicide. However, staff should remain professionally curious and consider whether a child may require support, early identification of need or safeguarding action.

All staff will:

- Be alert to signs of mental ill-health and emotional distress
- Recognise that mental health concerns may also be safeguarding concerns
- Report concerns immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) and record concerns appropriately
- Respond to children in a supportive, calm and non-judgemental manner
- Maintain a child-centred approach and take children's worries and concerns seriously

Where staff have a concern about a child's mental health that is also a safeguarding concern, they must follow the school's child protection procedures and speak to the DSL or DDSL without delay.

If staff believe a child is at immediate risk of serious harm, they should contact emergency services by calling 999 or seek urgent medical assistance.

Where a child requires urgent mental health support but the situation is not an emergency, support can be accessed through NHS 111 and the mental health option.

The school promotes a whole-school approach to mental health and wellbeing through:

- Creating a safe, inclusive and supportive environment
- Promoting resilience, emotional wellbeing and positive relationships
- Early identification of emerging needs
- Access to appropriate pastoral support and interventions
- Working in partnership with parents/carers and external agencies
- Accessing specialist support where required

Mental wellbeing is supported through the curriculum, pastoral systems, safeguarding practice and the wider school ethos. The school recognises that positive mental health and emotional wellbeing are integral to safeguarding and promoting the welfare of children and young people.

Child abduction and community safety incidents

The school recognises that children may be vulnerable to risks both within the community and online, including child abduction, exploitation and unsafe contact with unfamiliar adults.

Child abduction is the unauthorised removal or retention of a child by a parent, family member or any person with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the child (such as neighbours, friends or acquaintances), and by strangers.

Community safety incidents in the vicinity of the school may also raise safeguarding concerns and cause anxiety amongst children, parents and carers. Examples may include individuals loitering near the school, unknown adults attempting to engage children in conversation, concerns relating to exploitation, or inappropriate online contact.

As children become more independent, particularly when travelling to and from school independently, the school will support them to develop the knowledge, confidence and skills needed to help keep themselves safe.

This may include learning about:

- Personal safety
- Trusted adults and seeking help
- Road and travel safety
- Online safety and safe communication
- Healthy boundaries and recognising unsafe situations
- Recognising and responding to potentially unsafe behaviour from adults or peers

The school will teach personal safety through Relationships, Sex and Health Education (RSHE) and other safeguarding and preventative education opportunities.

Safeguarding education will focus on building children's confidence, resilience and ability to keep themselves safe rather than simply warning them about strangers.

The school will promote age-appropriate safeguarding and preventative education through the curriculum, assemblies, pastoral support and partnership working with external agencies, including the police where appropriate.

Any concerns regarding child abduction, suspicious behaviour, community safety incidents or exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider any wider safeguarding concerns, contextual safeguarding factors and whether information should be shared with safeguarding partners, children's social care or the police.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either as victims of crime or as witnesses to crimes. The school recognises that involvement in the court system can be distressing and emotionally challenging for children and families. Staff will provide appropriate support and work with relevant agencies to help safeguard and support children's wellbeing throughout the process.

Where appropriate, the school may signpost children and families to age-appropriate HM Courts and Tribunals Service (HMCTS) guidance for children aged 5–11 and 12–17 years. These guides explain the court process, available support, special measures and the use of video links to help children understand what to expect and reduce anxiety.

The school also recognises that family court proceedings and child arrangements following parental separation can be stressful for children and may increase family conflict.

Where appropriate, the school may signpost parents and carers to the Ministry of Justice Child Arrangements Information Tool and other relevant family support services to help support positive outcomes for children.

Any safeguarding concerns arising from court proceedings, family conflict or child arrangements will be referred to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) and managed in line with safeguarding procedures.

Children who are absent from education - *In line with Keeping Children Safe in Education 2026 and Working Together to Improve School Attendance*

The school recognises that children who are absent from education, particularly on repeat occasions and/or for prolonged periods, may be at increased risk of abuse, neglect, exploitation, mental health difficulties, radicalisation, child criminal exploitation (CCE), child sexual exploitation (CSE), forced marriage and female genital mutilation (FGM).

A child's unexplained absence from education, particularly on repeat occasions and/or for prolonged periods, can act as a vital warning sign of a wide range of safeguarding concerns, including child criminal exploitation and child sexual exploitation, particularly county lines involvement.

Staff should also recognise that online harm experiences, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse, may negatively affect a child's welfare, wellbeing, mental health, sense of safety, engagement and attendance, and may affect their willingness to seek help.

Some children may be particularly vulnerable, including children who:

- Are at risk of harm or neglect
- Go missing from home or care
- Are at risk of forced marriage or FGM
- Are supervised by the youth justice system
- Are from Gypsy, Roma, Traveller or newly arrived migrant families
- Have experienced family instability, trauma or exploitation
- Cease to attend school unexpectedly

The school maintains accurate admission and attendance registers in line with statutory requirements and monitors attendance closely to identify patterns of concern.

Persistent absence, repeated unexplained absence, missing education and emotionally based school avoidance (EBSA) may be indicators of safeguarding concerns, abuse, neglect, exploitation, mental health needs or unmet needs.

The school recognises the importance of working with families, safeguarding partners and other agencies to identify and address barriers to attendance at the earliest opportunity.

Staff will work proactively with parents, carers and external agencies to identify barriers to attendance and ensure children receive appropriate support and protection.

The school will:

- Follow up unexplained absence promptly
- Work with parents/carers and external agencies where concerns arise

- Consider persistent absence, emotionally based school avoidance and repeated unexplained absence through a safeguarding lens
- Make referrals where safeguarding concerns are identified
- Notify the local authority of pupils who fail to attend regularly or who are absent without authorisation for a continuous period of 10 school days or more, in line with statutory requirements

Where a pupil joins or leaves the school, the school will comply with all statutory duties relating to the admission and deletion of pupils from the school roll, including notifying the local authority and transferring records securely through the appropriate systems, including the Common Transfer File (CTF) process where required.

The school will work with the local authority and safeguarding partners to make reasonable enquiries where a child's whereabouts are unknown or where there are concerns that a child may be missing education.

Staff should remain professionally curious and alert to safeguarding indicators linked to absence, including exploitation, abuse, neglect, radicalisation and mental health concerns.

Any safeguarding concerns relating to attendance or children missing education must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Children with family members in prison

The school recognises that children with a parent or family member in prison may experience emotional distress, trauma, stigma, isolation, financial hardship and disruption to family life, which can affect their wellbeing, behaviour, attendance and educational outcomes.

Research indicates that children who experience parental imprisonment are at increased risk of poor outcomes, including mental ill health, absence from education, exclusion, substance misuse and reduced participation in education, employment or training later in life.

Staff will remain alert to the potential safeguarding, welfare and emotional needs of these children and will respond in a sensitive, child-centred, trauma-informed and non-judgemental manner.

The school will:

- Provide appropriate pastoral and emotional support
- Work with parents, carers and external agencies where appropriate
- Consider the impact on the child's mental health, wellbeing, behaviour and attendance
- Support children to identify trusted adults and safe sources of help
- Promote stability, resilience and positive educational engagement
- Recognise that children may experience feelings of shame, stigma, loss, anxiety or isolation associated with parental imprisonment
- Consider whether additional safeguarding, pastoral or mental health support may be required

The school recognises the importance of providing tailored support to help mitigate the potential impact of parental imprisonment and promote positive outcomes for children.

The school may utilise resources and guidance from organisations such as NICCO (National Information Centre on Children of Offenders) to help support children affected by parental imprisonment.

The school may also signpost families to the Prisoners' Families Helpline, which provides free and confidential information, advice and support to families affected by imprisonment.

Any safeguarding concerns relating to a child's welfare, wellbeing or family circumstances will be reported to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) and managed in line with safeguarding procedures.

Consensual and non-consensual sharing of nudes and semi-nudes and/or videos - *In line with Keeping Children Safe in Education 2026, UKCIS guidance and DfE Searching, Screening and Confiscation guidance*

The school recognises that sharing images and videos online is part of everyday life for many children and young people. However, the consensual and non-consensual sharing of nudes and semi-nudes and/or videos, including imagery created, altered or manipulated using artificial intelligence (AI), such as deepfakes and deep nudes, can expose children to significant safeguarding risks, including bullying, emotional distress, sexual harassment, coercion, exploitation and sexual abuse.

Taking, possessing, creating or sharing nude or semi-nude images of anyone under the age of 18, including AI-generated images or deepfakes that appear to depict a child, may constitute a criminal offence.

The school recognises that not all incidents involving consensual image sharing will necessarily be abusive; however, such incidents may still be unlawful and require a safeguarding response.

The school also recognises that incidents may involve:

- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments or messages
- Sexual harassment through social media or online platforms
- Sexual exploitation, coercion or threats
- Financially motivated sexual extortion ("sextortion")
- Grooming and manipulation
- Forcing, causing, inciting, coercing or pressuring a child to create or share nude or semi-nude images and/or videos, or to engage in sexual activity online
- AI-generated, manipulated or deepfake imagery

Incidents may occur through:

- Social media platforms
- Messaging applications
- Gaming platforms
- Live-streaming services
- Mobile phones and other digital devices

All incidents involving the consensual or non-consensual sharing of nudes and semi-nudes and/or videos will be treated as a safeguarding concern and managed in line with statutory guidance.

The school will:

- Respond promptly to disclosures or concerns
- Report incidents immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL)
- Follow DfE guidance regarding searching, screening and confiscation of devices
- Avoid unnecessary viewing, copying, printing, storing or sharing of images
- Complete appropriate risk and needs assessments
- Consider referrals to children's social care and/or the police where required
- Record concerns, decisions, actions taken and the rationale for decisions reached
- Involve parents/carers where appropriate and safe to do so
- Provide appropriate safeguarding, pastoral and emotional support to children involved
- Deliver preventative education through RSHE, online safety and safeguarding education

The school will follow the principles outlined in UKCIS guidance: *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

Staff should recognise that incidents involving image sharing may form part of a wider pattern of sexual harassment, sexual violence, exploitation or abuse. If left unchallenged, such behaviour can contribute to a culture that normalises inappropriate behaviour and increases the risk of more serious harm.

Staff should remain professionally curious and alert to signs of grooming, coercion, exploitation, online pressure and financially motivated sexual extortion ("sextortion"), including incidents involving manipulated or AI-generated images, deepfakes or deep nudes.

The school will ensure that all children involved are treated with dignity, sensitivity and respect and that safeguarding responses remain child-centred, proportionate and focused on the welfare and best interests of the child.

County lines

County lines is a form of child criminal exploitation (CCE) involving gangs and organised criminal networks that use dedicated mobile phone lines or other forms of "deal lines" to facilitate the distribution of illegal drugs.

County lines activity can occur locally as well as across the UK and does not require a child to travel long distances from their home area.

Children and vulnerable adults are exploited to transport, store and sell drugs, money or weapons. Offenders often use coercion, intimidation, threats, violence (including sexual violence), weapons, grooming and manipulation to ensure compliance. Exploitation can occur both online and offline and children may appear to be involved voluntarily when they are, in fact, victims of abuse and exploitation.

Children are increasingly targeted and recruited through social media, gaming platforms, messaging applications and other online environments.

Children may be targeted in schools, colleges, special schools, pupil referral units, children's homes, care settings, online platforms and within the wider community.

County lines exploitation may involve:

- Transporting drugs, money or weapons
- Going missing from home or school and being found in locations away from their home area
- Exposure to violence, serious violence or criminal activity, including knife crime
- Receiving requests relating to drug supply through dedicated phone lines
- Handling or collecting money associated with drug activity
- "Plugging", where drugs are concealed internally
- Financial exploitation, debt bondage or criminal debts
- Use of a child's bank account to facilitate criminal activity
- Being found in accommodation with which they have no obvious connection, including "trap houses", "cuckooed" properties or hotel rooms associated with drug activity
- Threats towards the child or their family

Children can become trapped within county lines networks through manufactured drug debts, coercion, threats of serious violence or kidnapping directed towards them or their family members.

Possible indicators may include:

- Unexplained money, gifts or possessions
- Changes in behaviour, wellbeing or peer groups
- Persistent absence, repeated absence or disengagement from education
- Missing episodes or travelling to unfamiliar areas
- Drug or alcohol misuse
- Carrying multiple mobile phones or unexplained devices
- Being the victim, perpetrator or alleged perpetrator of serious violence
- Associating with individuals involved in criminal exploitation or gang activity
- Evidence of controlling relationships or exploitation by older individuals

County lines can affect any child regardless of age, gender, ethnicity or background. Staff should recognise that children involved in county lines are victims of exploitation and require safeguarding, protection and support.

County lines is a form of child criminal exploitation and may also constitute modern slavery or trafficking.

Any concerns regarding county lines or child criminal exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action, including referrals to children's social care, the police and, where appropriate, the National Referral Mechanism (NRM) in line with Modern Slavery statutory guidance and local safeguarding procedures.

The school will work with safeguarding partners and relevant agencies to help protect children from exploitation and support them to remain engaged in education.

CSE - Child sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse in which 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.

This may occur:

- In exchange for something the child needs or wants, such as money, gifts, affection, accommodation, drugs or alcohol
- For the financial gain, status or other advantage of the perpetrator or facilitator
- Through coercion, manipulation, force, threats, violence or intimidation

CSE can occur:

- Online and offline
- Through contact and non-contact abuse
- As a one-off incident or a series of incidents over time
- Along a continuum from opportunistic abuse to complex organised exploitation
- Alongside other forms of abuse and exploitation, including child criminal exploitation (CCE) and county lines

CSE may involve forcing, causing or inciting a child to engage in sexual activity and may involve coercion, manipulation, deception, threats or violence. A child may not recognise that they are being exploited, and the abuse may appear consensual.

Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to any form of sexual activity.

Children can be exploited by adult males or females, acting alone or as part of a group.

Children may also be exploited by other children. Where this occurs, it is important to recognise that the child displaying harmful behaviour may themselves be experiencing exploitation and abuse.

Any child can be vulnerable to CSE. Factors which may increase vulnerability include:

- Previous abuse or neglect
- Domestic abuse, parental substance misuse or parental mental ill health
- Bereavement, trauma or social isolation
- Homelessness or insecure accommodation
- SEND or learning difficulties
- Being looked after, previously looked after or having a social worker
- Association with exploited peers or adults
- Neurodivergence, communication difficulties or cognitive vulnerabilities
- Physical disability or learning disability
- Sexual identity, social isolation or limited access to protective relationships and support networks

Whilst age may contribute to an imbalance of power, staff should recognise that a range of factors can increase vulnerability, including communication ability, cognitive ability, disability, neurodivergence, status, physical strength and access to economic or other resources.

Possible indicators of CSE may include:

- Unexplained gifts, money or possessions
- Association with other children involved in exploitation
- Older boyfriends or girlfriends or concerning relationships
- Changes in behaviour, emotional wellbeing or presentation
- Drug or alcohol misuse
- Missing episodes or regularly returning home late
- Persistent absence, repeated absence or disengagement from education
- Sexually transmitted infections (STIs)
- Pregnancy
- Sexual behaviour beyond that expected for a child's age and stage of development
- Being approached by, or associating with, individuals linked to criminal networks or exploitation

Staff should understand that CSE rarely occurs in isolation and may involve multiple forms of harm and exploitation.

The school recognises that exploitation and modern slavery are forms of child abuse. Where trafficking, modern slavery or exploitation is suspected, appropriate child protection procedures will be followed.

Where appropriate, referrals may be made to the National Referral Mechanism (NRM) and children may receive support from an Independent Child Trafficking Guardian.

Children who have experienced exploitation often require additional safeguarding, pastoral and educational support to help them remain safe and engaged in education.

Any concerns regarding child sexual exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action, including referrals to children's social care, the police, health professionals and other relevant agencies in line with local safeguarding procedures.

Cybercrime

Cybercrime is criminal activity committed using computers, digital devices and/or the internet. It is broadly categorised as:

- **Cyber-enabled crime** - offences that can occur offline but are facilitated, increased in scale or accelerated through the use of technology and the internet
- **Cyber-dependent crime** - offences that can only be committed through the use of computers, digital technology or online systems

The school recognises that cyber-dependent crime is a significant and rapidly evolving threat and that its impact can extend beyond individual victims to businesses, organisations and critical national infrastructure.

Cyber-dependent crimes may include:

- Unauthorised access to computer systems ("hacking"), including attempting to access school systems, examination materials or data without permission
- Denial of Service (DoS) or Distributed Denial of Service (DDoS) attacks, sometimes referred to as "booting"
- Creating, supplying, obtaining or using malicious software (malware), including viruses, spyware, ransomware, botnets and Remote Access Trojans (RATs)
- Accessing, interfering with, damaging or disrupting networks, systems or data unlawfully

Many cyber-dependent offences are offences under the Computer Misuse Act 1990. The school recognises that children with strong computing, programming or technical skills may inadvertently or deliberately become involved in cyber-dependent activity.

Young people may experiment with illegal online activity without fully understanding the legal, ethical or safeguarding implications of their actions.

Possible indicators may include:

- Unexplained technical activity or advanced hacking knowledge
- Attempts to bypass filtering and monitoring systems
- Accessing restricted systems, accounts or networks
- Possession or use of hacking software, malware or malicious tools
- Discussions about hacking, data breaches or cyber-attacks
- Evidence of involvement in online forums promoting unlawful cyber activity

Staff should respond proportionately and recognise that some children may not fully understand the seriousness or consequences of their behaviour.

Any concerns regarding cybercrime or unsafe online behaviour must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action and may, where appropriate, refer concerns to the Cyber Choices Programme, a national preventative programme led by the National Crime Agency (NCA), the Home Office and policing partners.

Cyber Choices aims to support children and young people who may be at risk of committing, or being drawn into, low-level cyber-dependent offences and helps divert them towards positive and lawful uses of their technical skills and interests.

Staff should note that Cyber Choices relates to cyber-dependent crime and does not cover cyber-enabled offences such as fraud, online bullying, online safety concerns, child criminal exploitation or child sexual abuse and exploitation.

Additional guidance can be found through:

- Cyber Choices
- National Police Chiefs' Council (NPCC) guidance on when to contact the police
- The National Cyber Security Centre (NCSC)

Domestic Abuse

The school recognises that children can be victims of domestic abuse in their own right where they see, hear or experience the effects of abuse within their home or family environment.

The Domestic Abuse Act 2021 introduced a statutory definition of domestic abuse and formally recognises children as victims where they see, hear or experience the effects of domestic abuse.

Experiencing domestic abuse can have a serious and long-lasting impact on a child's emotional wellbeing, mental health, behaviour, relationships, development, attendance and educational outcomes. In some cases, children may blame themselves for the abuse or experience significant disruption to family life as a result.

Staff should recognise that where a child is also experiencing prejudice-based harm, including racism, faith-based prejudice or other forms of discrimination, this may compound the impact on their welfare, wellbeing, mental health and sense of safety, and may affect their willingness to seek help.

Domestic abuse can occur between family members, intimate partners or former partners and may include:

- Physical abuse

- Emotional or psychological abuse
- Sexual abuse
- Financial or economic abuse
- Coercive or controlling behaviour
- Child/adolescent-to-parent violence and abuse

Under the statutory definition, both the victim and perpetrator must be aged 16 or over and be personally connected. However, safeguarding concerns involving younger children or young people will always be managed through child protection procedures. Domestic abuse can affect anyone regardless of age, gender, disability, ethnicity, sexuality, socio-economic status or background and can occur inside or outside the home.

The school recognises that older children and young people may experience abuse within their own intimate relationships. **This is often referred to as teenage relationship abuse and may involve:**

- Coercive or controlling behaviour
- Sexual harassment or sexual violence
- Emotional abuse
- Threats or intimidation
- Technology-facilitated abuse

Where concerns involve children under 18, safeguarding procedures will be followed regardless of whether the behaviour falls within the statutory definition of domestic abuse. Both victims and alleged perpetrators may require safeguarding support.

Staff should remain alert to indicators that a child may be affected by domestic abuse, including:

- Changes in behaviour, mood, presentation or attendance
- Anxiety, withdrawal or emotional distress
- Aggressive, challenging or disruptive behaviour
- Poor concentration, tiredness or low mood
- Reluctance to go home or discuss family life
- Frequent absences or difficulties engaging in learning
- Signs of trauma, fear or hypervigilance

Operation Encompass

The school participates in Operation Encompass (where applicable), the national information-sharing scheme between police and education settings.

Since November 2025, police forces have a statutory duty to notify a child's education setting where they have reasonable grounds to believe a child may be a victim of domestic abuse.

This includes children who:

- Were present during a domestic abuse incident
- Were not present but are connected to the household
- Live elsewhere temporarily or permanently but remain affected by the incident

The purpose of Operation Encompass is to enable schools to provide timely safeguarding, pastoral and emotional support to children affected by domestic abuse.

The Designated Safeguarding Lead (DSL), or nominated Key Adult, will:

- Receive and review Operation Encompass notifications
- Ensure information is stored securely and confidentially
- Consider what immediate support may be required
- Record relevant safeguarding information appropriately
- Liaise with external agencies where necessary

Operation Encompass does not replace safeguarding referrals. Where concerns exist regarding a child's welfare, referrals to children's social care and other safeguarding agencies will be made in accordance with local procedures.

Any concerns regarding domestic abuse must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL), who will consider appropriate safeguarding action and referrals in line with local safeguarding procedures.

Families may also be signposted to specialist support services, including:

- Operation Encompass
- The National Domestic Abuse Helpline (Refuge)
- NSPCC domestic abuse resources
- SafeLives

- Local domestic abuse support services

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of Honour-Based Abuse (HBA). Honour-Based Abuse encompasses incidents or crimes committed to protect or defend the perceived honour of a family, community, culture or belief system and may include FGM, forced marriage, breast ironing and other harmful practices.

Honour-Based Abuse often involves a wider network of family or community pressure and may involve multiple perpetrators. Female Genital Mutilation (FGM) comprises all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM is illegal in the UK, a form of child abuse and violence against women and girls, and can have serious lifelong physical, emotional and psychological consequences.

All staff should be alert to indicators that a child may be at risk of FGM or may have already experienced FGM.

Possible indicators that FGM may have taken place include a child:

- Having difficulty walking, sitting or standing
- Spending longer than usual in the toilet
- Having frequent urinary, menstrual or stomach problems
- Being absent from school for prolonged periods
- Showing changes in behaviour, anxiety or emotional distress
- Talking about pain, discomfort or a "special procedure"

Possible indicators that a child may be at risk include:

- A family history of FGM
- FGM being practised within the family's community or country of origin
- Plans for extended travel abroad
- A child expressing concern about a special ceremony or becoming a woman
- Older female relatives having undergone FGM
- Discussions about marriage, family expectations or significant cultural ceremonies

Staff should understand that these indicators are not exhaustive and that safeguarding concerns should always be considered within the wider context of the child's circumstances.

Staff should avoid assumptions or stereotyping based on a child's race, ethnicity, culture or faith. They should also remain alert to any associated prejudice-based harm, racism, faith-targeted abuse or other discriminatory behaviour that may affect the child's welfare, wellbeing, mental health or sense of safety.

Professionals should remain alert to the possibility that a child may also be at risk of other forms of Honour-Based Abuse, including forced marriage or breast ironing.

All concerns regarding FGM must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Mandatory reporting duty

Teachers have a statutory duty to personally report to the police where they discover, either through disclosure by the child or visual evidence, that FGM appears to have been carried out on a girl under 18.

Teachers must make the report themselves and should not rely on another member of staff to do so unless they know that a report has already been made.

Teachers who fail to comply with the mandatory reporting duty may be subject to disciplinary procedures. Teachers should not examine pupils to determine whether FGM has taken place.

Unless there is a good reason not to do so, teachers should also inform the DSL, who will support safeguarding referrals to children's social care and other agencies as appropriate.

The mandatory reporting duty does not apply to suspected or at-risk cases, or where the victim is aged 18 or over. These concerns must still be managed in line with local safeguarding procedures and referred to the DSL immediately.

Further information regarding forced marriage can be found in the school's Forced Marriage section of this policy.

Forced Marriage

Forced marriage is a form of Honour-Based Abuse (HBA) and should always be treated as a safeguarding concern.

Forced marriage is a crime and occurs where a person is pressured, threatened, coerced or abused into marriage without their full and free consent.

A lack of full and free consent may occur where a person does not consent or where they are unable to consent, for example because of a learning disability or other vulnerability.

Perpetrators may use physical, emotional, psychological, sexual, financial, cultural or religious pressure to force someone into marriage.

Since February 2023, it has been a criminal offence to carry out any conduct whose purpose is to cause a child under the age of 18 to marry, even where violence, threats or coercion are not used. This applies to legal marriages and non-binding, unofficial or religious marriage ceremonies.

Forced marriage can involve physical, emotional, psychological, sexual or financial abuse and may be linked to so-called Honour-Based Abuse.

Abuse committed in the context of preserving family or community honour may involve a wider network of family or community members and multiple perpetrators.

Staff should be aware that children at risk of forced marriage may be reluctant to seek help due to fear, family pressure, loyalty to family members or concerns about the consequences of disclosure.

Staff should avoid assumptions or stereotyping based on a child's race, ethnicity, culture or faith. They should also remain alert to any associated prejudice-based harm, racism, faith-targeted abuse or other discriminatory behaviour that may affect the child's welfare, wellbeing, mental health, sense of safety or willingness to seek help.

Possible indicators may include:

- Extended absences or overseas travel
- Sudden restrictions on freedom or social activities
- Anxiety, withdrawal or emotional distress
- Concerns about family expectations or upcoming ceremonies
- A child expressing fear about marriage or leaving education
- Sudden decline in attendance, attainment or engagement in education
- Family discussions regarding marriage, engagement, honour or reputation
- A sibling or close family member having experienced a forced marriage
- Older siblings leaving education unexpectedly or marrying at a young age
- Increased supervision, restrictions on friendships, relationships or use of technology
- Running away from home or expressing a desire to do so

Staff should remain professionally curious and be alert to the possibility that a child may be at risk of other forms of Honour-Based Abuse, including Female Genital Mutilation (FGM) or breast ironing/flattening.

Staff should recognise the "one chance" principle, understanding that there may only be one opportunity to speak to, identify and safeguard a child at risk of forced marriage.

Any concerns regarding forced marriage must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Staff should not:

- Attempt mediation with family members
- Inform parents/carers if this may place the child at increased risk
- Approach the family without safeguarding advice
- Attempt to negotiate, counsel or reconcile between the child and family members
- Share information with extended family or community members without safeguarding advice

The DSL will follow local safeguarding procedures and consider referrals to children's social care, the police and the Forced Marriage Unit (FMU), where appropriate.

The Forced Marriage Unit (FMU) provides advice and support to professionals and can be contacted on:

- **Telephone:** 020 7008 0151
- **Email:** fmf@fcdof.gov.uk

Further guidance is available within the Forced Marriage Unit's Multi-Agency Practice Guidelines and Multi-Agency Statutory Guidance for Dealing with Forced Marriage.

Homelessness

The school recognises that homelessness or the risk of homelessness can have a significant impact on a child's safety, wellbeing, attendance, mental health and educational outcomes.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and may increase vulnerability to abuse, neglect, exploitation and other safeguarding concerns.

Indicators that a family may be at risk of homelessness can include:

- Rent arrears or financial difficulties
- Household debt
- Domestic abuse
- Family breakdown
- Anti-social behaviour
- Temporary accommodation or housing instability
- Families being asked to leave accommodation

Staff should remain alert to the impact homelessness may have on children's physical and emotional wellbeing, safeguarding, mental health, attendance and educational engagement.

Any concerns regarding homelessness or housing instability must be reported to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL and deputy DSLs will be aware of local referral routes and contact details for the Local Housing Authority and will seek support at the earliest opportunity where homelessness or the risk of homelessness is identified.

The DSL will consider appropriate support and safeguarding action, including referrals to:

- Children's social care
- The local housing authority
- Family Help and support services

The school recognises that the Homelessness Reduction Act 2017 places duties on local authorities to provide early identification of need and support to individuals and families who are homeless or at risk of homelessness.

The school will encourage early identification and support where housing difficulties are emerging, helping families access assistance before a homelessness crisis develops.

Referrals to housing services do not replace safeguarding referrals where a child is suffering, or at risk of suffering, harm.

Where a child has been harmed or is at risk of harm, safeguarding procedures and referrals to children's social care will take priority alongside any housing referral.

The school also recognises that some 16 and 17-year-olds may be homeless or living independently following exclusion from the family home, family breakdown or other circumstances. In these situations, children's social care is likely to be the lead agency and the DSL will ensure appropriate safeguarding referrals and support are put in place.

The school will work collaboratively with housing services, children's social care and other relevant agencies to help safeguard children and promote their welfare, stability and educational engagement.

Staff should also recognise that children experiencing homelessness or housing instability may experience prejudice-based harm or discriminatory behaviour, including racism and faith-targeted abuse, which may further affect their welfare, wellbeing, mental health, sense of safety and willingness to seek help.

'Honour based Abuse' (HBA)

So-called Honour or Faith-Based Abuse (HBA) encompasses incidents, behaviours or crimes that have been committed to protect or defend the perceived honour of an individual, family and/or community.

HBA can involve a wider network of family members, extended family, community members or others acting together and may include:

- Forced marriage
- Female Genital Mutilation (FGM)
- Breast ironing/flattening
- Threats, intimidation or harassment
- Physical violence

- Emotional or psychological abuse
- Coercive or controlling behaviour
- Restrictions on a child's freedom, relationships, education or lifestyle choices

All forms of HBA are abuse and will be treated as a safeguarding concern regardless of the motivation, cultural context, religious belief or perceived justification.

Staff should avoid assumptions or stereotyping based on a child's race, ethnicity, culture or faith. They should also remain alert to prejudice-based harm, including racism, faith-targeted abuse and other forms of discrimination, which may occur alongside other safeguarding concerns and may significantly affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help.

Staff should recognise that abuse committed in the context of preserving honour may involve multiple perpetrators and significant family or community pressure. This can increase the risks to the child and may affect how safeguarding action is planned and implemented.

Children at risk of HBA may be fearful of seeking help, may minimise concerns or may be closely monitored by family or community members.

Possible indicators may include:

- Fear of family members or community repercussions
- Restrictions on friendships, relationships or social activities
- Sudden changes in behaviour, attendance or emotional wellbeing
- Concerns regarding travel abroad or extended absences
- Disclosure of threats, pressure or coercion
- Concerns relating to forced marriage, FGM, breast ironing/flattening or other harmful practices

Any concerns regarding HBA must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Staff should not attempt to mediate, investigate or discuss concerns with family or community members, as this may place the child at increased risk of harm.

The DSL will follow local safeguarding procedures and, where appropriate, activate multi-agency safeguarding arrangements, including referrals to children's social care, the police and other relevant agencies.

The school will adopt a child-centred approach, ensuring that the safety, welfare and best interests of the child remain paramount in all decision-making.

Modern slavery and the National Referral Mechanism (NRM)

Modern slavery encompasses exploitation, including sexual exploitation, criminal exploitation, criminal financial exploitation, human trafficking, slavery, servitude and forced or compulsory labour.

The school recognises that modern slavery and exploitation are forms of child abuse. Where modern slavery, trafficking or exploitation is suspected, child protection procedures must always be followed.

Children may be exploited for:

- Sexual exploitation
- Criminal activity, including county lines
- Criminal financial exploitation
- Forced labour or domestic servitude
- Financial exploitation
- Removal of organs

Children may be controlled through violence, threats, coercion, intimidation, debt bondage, grooming or manipulation and may not recognise that they are being exploited.

Possible indicators may include:

- Going missing from home or school
- Poor physical or emotional wellbeing
- Unexplained injuries or fearfulness
- Reluctance to speak or distrust of authorities
- Signs of neglect, exploitation or control by others
- Unexplained travel or association with older individuals

- Possession of unexplained money, gifts or valuables
- Evidence of being controlled by another person or group
- Frequent movement between locations or accommodation

Staff should recognise that children involved in modern slavery, trafficking or exploitation are victims of abuse and require safeguarding, protection and support.

Any concerns regarding modern slavery, trafficking or exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

The DSL will consider appropriate safeguarding action, including referrals to children's social care, the police and, where appropriate, the National Referral Mechanism (NRM), which is the UK framework for identifying and supporting victims of modern slavery and exploitation.

Children referred into the NRM may also have access to an Independent Child Trafficking Guardian (ICTG). ICTGs provide independent advocacy, promote the child's best interests and help support their recovery from exploitation and trafficking.

The school will work with safeguarding partners and relevant agencies to ensure that children who may be victims of modern slavery, trafficking or exploitation receive appropriate protection, support and intervention.

Operation Encompass

The school works in partnership with Operation Encompass, a national information-sharing and safeguarding initiative which supports children affected by domestic abuse.

Since November 2025, police forces in England and Wales have a statutory duty to notify a child's education setting when they have reasonable grounds to believe that a child may be a victim of domestic abuse.

This includes children who are physically present during a domestic abuse incident, children connected to the household who were not present at the incident, and children who may reside in another household either temporarily or permanently. The school's Key Adult for Operation Encompass is usually the Designated Safeguarding Lead (DSL) or an appropriately trained deputy.

Information shared through Operation Encompass enables the school to:

- Provide timely emotional, pastoral and safeguarding support
- Safeguard children who may be vulnerable, distressed or affected by domestic abuse
- Respond appropriately to a child's individual needs and circumstances
- Ensure staff have relevant information to support the child effectively
- Share information securely, lawfully and confidentially

The school recognises that children who see, hear or experience the effects of domestic abuse are victims in their own right and may experience significant emotional, psychological, behavioural and educational impacts.

Staff should also remain alert to any additional prejudice-based harm or discriminatory behaviour, including racism and faith-targeted abuse, which may compound the impact on a child's welfare, wellbeing, mental health and sense of safety, and may affect their willingness to seek help.

Operation Encompass notifications do not replace statutory safeguarding procedures or referrals to children's social care. Where there are concerns about a child's welfare or safety, safeguarding referrals will continue to be made in accordance with local safeguarding procedures.

Information received through Operation Encompass will:

- Be treated as confidential and sensitive safeguarding information
- Be shared strictly on a need-to-know basis
- Be stored securely in accordance with data protection legislation
- Be recorded in line with the school's safeguarding recording procedures

The DSL will maintain oversight of Operation Encompass notifications, ensure appropriate support is provided and, where necessary, liaise with parents, carers and external agencies in the child's best interests.

The school will ensure that all staff understand the impact domestic abuse can have on children and will utilise Operation Encompass guidance, training and resources, together with the guidance referenced within Keeping Children Safe in Education 2026, to support children affected by domestic abuse.

Where appropriate, the school will work collaboratively with the police, children's social care and other agencies to ensure a coordinated safeguarding response and positive outcomes for children.

Private Fostering Arrangements

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

A close relative is defined as a:

- Grandparent
- Brother or sister
- Aunt or uncle
- Stepparent

A child is not privately fostered if the arrangement has lasted for fewer than 28 days and there is no intention for it to continue beyond that period.

The school recognises that privately fostered children may be particularly vulnerable and may be at increased risk of abuse, neglect, exploitation or difficulties remaining visible to safeguarding services.

Staff must inform the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL) immediately if they become aware that a child may be living in a private fostering arrangement.

The DSL will:

- Speak with the child, carers and family members as appropriate
- Establish whether the arrangement meets the definition of private fostering
- Notify the local authority where the arrangement comes to the attention of the school, in accordance with statutory requirements
- Work with relevant agencies to support and safeguard the child

The school recognises that local authorities have a legal duty to assess private fostering arrangements and determine whether they are suitable and safe for the child.

Where the school is involved in arranging a private fostering arrangement, the local authority will be notified as soon as possible after the arrangement has been made and in accordance with statutory requirements.

As part of admission, attendance and safeguarding procedures, the school will take reasonable steps to establish the relationship between the child and the adults caring for them and, where reasonably possible, obtain more than one emergency contact number.

Any safeguarding concerns identified in relation to a privately fostered child will be managed in line with the school's child protection procedures and local safeguarding arrangements.

Radicalisation, extremism and the Prevent duty

The school recognises its duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. This is known as the Prevent Duty.

The Prevent Duty forms part of the school's wider safeguarding responsibilities and should be considered alongside other safeguarding risks and vulnerabilities.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Radicalisation is defined as the process by which a person legitimises support for, or use of, terrorist violence.

Extremism is vocal or active opposition to fundamental British values, including:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Terrorism is defined as action which endangers or causes serious violence to people, causes serious damage to property, or seriously interferes with or disrupts an electronic system, where the action is intended to influence government or intimidate the public in support of a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism. Staff should be aware that vulnerability can arise from a combination of factors and circumstances.

Staff should remain alert to indicators that a child may be vulnerable to radicalisation or extremist influences.

Possible indicators may include:

- Changes in behaviour, appearance or friendship groups
- Increased isolation or secretive behaviour
- Expressions of extremist views or support for extremist groups
- Accessing extremist material online
- Intolerance towards others or refusal to engage with differing views
- Repeated use of scripted or concerning language
- Increased anger, grievance or feelings of persecution

Staff should recognise that vulnerability to radicalisation may be linked to factors such as:

- Low self-esteem
- Social isolation
- Bullying, prejudice-based harm or discriminatory behaviour, including racism and faith-targeted abuse
- Mental health difficulties
- Online influence and exposure to harmful content

Staff should recognise that experiences of racism, faith-based prejudice and other forms of discrimination may significantly affect a child's welfare, wellbeing, mental health and sense of safety, and may affect their willingness to seek help.

As with other safeguarding concerns, staff should be alert to changes in children's behaviour that may indicate they are in need of help or protection and should use professional judgement when assessing concerns.

The school will:

- Provide staff with Prevent awareness training appropriate to their role
- Promote a safe, inclusive and anti-discriminatory culture where racism, faith-targeted abuse and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the school's safeguarding responsibilities
- Teach pupils about safeguarding, online safety, critical thinking and British values through the curriculum
- Ensure appropriate filtering and monitoring systems are in place
- Work with safeguarding partners, police and relevant agencies where concerns arise

The school will have regard to the key themes within the revised Prevent Duty Guidance, including leadership and partnership, staff capabilities and reducing permissive environments where extremist views may be expressed or normalised.

Any concerns regarding radicalisation or extremism must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Staff should act proportionately and without delay where concerns arise. The DSL will be aware of local Prevent referral processes and thresholds.

The DSL will consider appropriate safeguarding action, including referral to the Prevent programme or Channel, which provides voluntary, multi-agency support for individuals vulnerable to being drawn into terrorism.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the school, where appropriate, will attend Channel meetings and contribute relevant information to support safeguarding decision-making.

An individual's engagement with Channel is voluntary at all stages. Our staff understand when it is appropriate to make a Prevent referral and will work in partnership with safeguarding agencies as required.

Our school will co-operate with local Channel arrangements and will contact the Wolverhampton Community Safety Team at: safer@wolverhampton.gov.uk or telephone 01902 551214

Self-harm and suicidal ideation

The school recognises that self-harm, suicidal ideation and suicide risk can affect any child and may be indicators that a child is experiencing emotional distress, trauma, abuse, neglect, exploitation or other safeguarding concerns.

The school recognises that mental health problems can, in some cases, develop into safeguarding concerns. Self-harm, suicidal ideation and risk of suicide should always be taken seriously and responded to appropriately.

Self-harm refers to deliberately hurting oneself and may include cutting, burning, hitting, substance misuse or disordered eating. Suicidal ideation refers to thoughts about ending one's life, ranging from passive thoughts to active planning.

Possible risk factors and triggers may include:

- Bullying, including cyberbullying, prejudice-based harm and discriminatory behaviour, including racism and faith-targeted abuse
- Family breakdown or relationship difficulties
- Bereavement or trauma
- Abuse, neglect or exploitation
- Mental health difficulties
- Pressure linked to school, exams or social media
- Low self-esteem, isolation or difficulties coping

Staff should recognise that experiences of racism, faith-based prejudice and other forms of discrimination may significantly affect a child's welfare, wellbeing, mental health and sense of safety, and may affect their willingness to seek help.

Possible indicators may include:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawal from friends, family or social situations
- No longer wanting to take part in activities they usually enjoy
- Unexplained injuries or frequent accidents
- Covering arms or body excessively
- Changes in mood, eating or sleeping patterns
- Expressions of hopelessness, self-blame or distress
- Physical signs of self-harm or self-neglect
- Declining attendance, engagement or educational performance

Not every child who displays these behaviours will be experiencing suicidal thoughts or a mental health difficulty. However, staff are well placed to identify potential warning signs, offer support and seek appropriate help at an early stage.

Only appropriately trained professionals should attempt to diagnose a mental health condition. Staff should focus on recognising concerns, listening to children and following safeguarding procedures.

All staff should take concerns seriously and respond in a calm, supportive and non-judgemental manner.

Staff will:

- Report concerns immediately to the Designated Safeguarding Lead (DSL), deputy DSL (DDSL) and/or mental health lead
- Listen to the child and take their concerns seriously
- Reassure the child that support is available
- Record concerns appropriately in line with safeguarding procedures
- Seek immediate support where there is a risk of harm

If staff have a concern about a child's mental health that is also a safeguarding concern, they must follow the school's safeguarding and child protection procedures and speak to the DSL or DDSL without delay.

Where there is an immediate risk to a child's safety, staff should remain with the child and seek urgent assistance. If a child is in immediate danger, staff should call 999 or take the child to Accident and Emergency (A&E) immediately.

Where a child requires urgent mental health support but the situation is not an emergency, support can be accessed through NHS 111 online or by calling 111 and selecting the mental health option.

The school will work in partnership with parents/carers, health professionals and relevant agencies to ensure children receive appropriate safeguarding, emotional wellbeing support and intervention.

The school recognises the importance of early identification of need, Family Help in supporting children experiencing self-harm, suicidal ideation or emotional distress and will take a child-centred approach to all concerns.

Serious violence

The school recognises that serious violence remains a significant safeguarding concern and that children may be both victims and perpetrators of violence. In some cases, children involved in violence may themselves be experiencing abuse, neglect, trauma, exploitation or criminal coercion.

Serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict, bullying, gang involvement or criminal exploitation.

All staff should be aware of indicators which may suggest that a child is at risk of, or involved in, serious violence, criminal exploitation or gang-related activity.

Possible indicators may include:

- Increased absence from school, persistent lateness or disengagement from education
- A decline in educational performance, behaviour or engagement
- Changes in friendships or associations with older individuals or groups
- Unexplained injuries, assault-related injuries or signs of self-harm
- Significant changes in behaviour, mood or emotional wellbeing
- Unexplained gifts, money or new possessions
- Involvement in anti-social behaviour, drugs or criminal activity
- Carrying, possessing, threatening with or expressing an intention to use a weapon
- Becoming involved in peer conflict, intimidation or violence

Staff should recognise that unexplained gifts, money or possessions may indicate that a child is being targeted for exploitation by gangs or criminal networks.

Risk factors associated with serious violence may include:

- Experiences of prejudice-based harm or discriminatory behaviour, including racism and faith-targeted abuse
- Previous abuse, neglect or exploitation
- Persistent absence from education
- Suspension, permanent exclusion or attendance at alternative provision
- Experience of trauma, adverse childhood experiences or community violence
- Involvement in offending behaviour
- Exposure to domestic abuse
- Association with individuals involved in criminal activity or violence

Staff should be aware that children with disrupted education, including those who have experienced suspension, exclusion or periods in alternative provision, may be at increased risk of involvement in serious violence.

The school recognises that risks may increase during travel to and from school and at times when children are less supervised, particularly immediately before and after the school day.

Any concerns regarding serious violence, weapons, exploitation or gang involvement must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL).

Staff should report any concerns that a child may be carrying, possessing, threatening to use or intending to use a weapon without delay.

The DSL will consider appropriate safeguarding action, including:

- Risk assessment and safety planning
- Support for victims and those at risk of involvement in violence
- Referral to children's social care, the police or other relevant agencies
- Multi-agency working where appropriate
- Measures to de-escalate peer conflict and reduce risk

The school recognises the importance of early identification of need and evidence-based support. Where concerns are identified, children may be offered support through trusted adults, mentoring, pastoral intervention, social and emotional support, therapeutic services or other targeted safeguarding interventions.

The school will work proactively to safeguard children from violence, support victims and identify children who may be vulnerable to becoming involved in serious violence.

Up-skirting

Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019. It typically involves taking a photograph or video under a person's clothing without their knowledge or consent, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause the victim humiliation, distress or alarm.

Upskirting is a form of sexual harassment and may also constitute child-on-child abuse where children are involved. The school recognises that anyone, regardless of age, gender or background, can be a victim of upskirting.

Incidents may occur:

- In person
- Using mobile phones or other digital devices
- Online through the sharing, storing or distribution of images

The school will treat all reports of upskirting seriously and respond in accordance with its child protection, safeguarding and child-on-child abuse procedures.

Staff should:

- Take all reports seriously
- Reassure the child that they have done the right thing by reporting the incident
- Avoid judgement or victim-blaming language
- Report concerns immediately to the Designated Safeguarding Lead (DSL) or deputy DSL (DDSL)
- Record concerns factually and accurately
- Avoid viewing, copying or sharing images unnecessarily

The DSL will consider the wishes of the victim alongside safeguarding, welfare and wider risk factors when determining the appropriate response.

Where appropriate, the DSL will consider referrals to children's social care and/or the police and will ensure that victims receive appropriate safeguarding, pastoral and emotional support.

The school maintains a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour and recognises that all concerns should be addressed promptly, proportionately and in a child-centred manner.

Appendix 8 - Checking the identity and suitability of visitors

The school welcomes a wide range of visitors, including professionals working with children and families, educational speakers and performers, contractors, volunteers, parents, carers, family members and other individuals attending school events. Appropriate arrangements are in place to ensure that all visitors are managed in a way that safeguards children, staff and the wider school community. All visitors are expected to comply with the school's visitor management and safeguarding procedures whilst on site.

The Headteacher, or an appropriately delegated member of staff, will use professional judgement to determine the level of supervision, escorting and access required, taking account of the nature and purpose of the visit and the visitor's level of contact with children.

Professional visitors

Visitors attending the school in a professional capacity will be required to provide appropriate photographic identification. The school will seek assurance that appropriate safeguarding and vetting checks have been completed by the visitor's employing organisation, where required for the activity they are undertaking. This may include written confirmation that the appropriate Disclosure and Barring Service (DBS) checks have been completed. In accordance with **Keeping Children Safe in Education 2026**, the school will not routinely request or examine DBS certificates where appropriate assurance has been provided by the visitor's employer.

Where a visitor will have no contact with children, it is unlikely that a DBS check will be required.

Parents, carers and other visitors

The school recognises that many visitors, including parents, carers, relatives attending assemblies, performances, sports days and other school events, are not attending in a professional capacity.

In accordance with **Keeping Children Safe in Education 2026**, the school will not request DBS checks, children's barred list checks or existing DBS certificates for these visitors. Appropriate supervision arrangements will be determined using professional judgement.

Contractors, volunteers and external providers

Safeguarding arrangements for contractors, volunteers and external providers will be proportionate to the nature of their role, the work being undertaken and the level of contact they will have with children. Appropriate safeguarding checks, supervision and risk assessments will be undertaken where required in accordance with statutory guidance and the school's safer recruitment procedures.

The school is also subject to the Early Years Foundation Stage (EYFS) framework, volunteers must not be permitted to begin working within settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's Enhanced DBS certificate, including children's barred list information. This requirement applies to volunteers working within EYFS provision, including those who will be supervised.

Visiting speakers and external organisations

The school recognises the educational value that external organisations, visiting speakers and performers can bring to pupils' learning and personal development. Before any activity takes place, the school will give careful consideration to the suitability of the individual or organisation, taking account of:

- **the educational value of the activity;**
- **the age appropriateness of the content;**
- **the suitability of the individual or organisation;**
- **whether any safeguarding or vetting checks are required; and**
- **the level of supervision necessary to safeguard children.**

The school will not knowingly permit individuals or organisations to use school premises to promote extremist views, encourage radicalisation, spread hatred, intolerance or discrimination, or undermine fundamental British values. These arrangements form part of the school's wider safeguarding responsibilities, including its Prevent Duty.

Appendix 9 - Non-collection of children

The school has procedures in place to safeguard children who are not collected at the end of the school day, session or agreed activity.

The school expects children to be collected by a parent, carer or other authorised adult identified through the school's collection arrangements. Where password systems or agreed collection procedures are in place, these must be followed.

If a child is not collected, staff will:

- Ensure the child remains safe, supervised and reassured at all times
- Check the child's records for emergency contact details and agreed collection arrangements
- Attempt to contact parents/carers and authorised emergency contacts without delay
- Inform the Designated Safeguarding Lead (DSL), deputy DSL or a senior member of staff where collection is significantly delayed
- Record all actions taken, including attempts to contact parents/carers and the outcome

Children will not be sent home alone unless this has been previously agreed with parents/carers and is appropriate to the child's age, maturity and circumstances.

The child will remain under the supervision of appropriately authorised staff until suitable collection arrangements have been made.

If the school is unable to contact parents/carers or authorised emergency contacts within a reasonable period of time, and there are concerns regarding the child's welfare or safety, the DSL, deputy DSL or senior member of staff will consider appropriate next steps.

This may include contacting:

- Children's social care
- The police
- The local authority Emergency Duty Team (EDT), where appropriate

Where there are repeated incidents of late collection or non-collection, the school will consider whether this indicates wider welfare, safeguarding or family support concerns and will take appropriate action, including consideration of Family Help or safeguarding referrals where necessary.

The school will always act in the best interests of the child and will consider:

- The child's age and stage of development
- Any SEND, medical or additional needs
- The child's wishes and feelings, where appropriate
- Any known safeguarding concerns or vulnerabilities

All incidents of non-collection will be recorded and retained in accordance with the school's safeguarding and record-keeping procedures.

The record will include:

- The date and time of the incident
- Staff involved
- Attempts made to contact parents/carers and emergency contacts
- Decisions taken and rationale
- The eventual collection arrangements
- Any safeguarding actions taken

Where early years provision is delivered, procedures will also comply with the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) statutory framework.

The school recognises that repeated late collection, failure to collect a child or difficulties contacting parents/carers may indicate wider safeguarding, welfare or family support needs and will respond appropriately in line with safeguarding procedures.

Appendix 10 - Missing pupils

The school recognises that a child going missing from education or going missing during the school day can be a significant safeguarding concern and may indicate abuse, neglect, exploitation, mental health difficulties, serious violence, radicalisation, child criminal exploitation (CCE), child sexual exploitation (CSE), forced marriage, female genital mutilation (FGM) or other forms of harm.

The school has procedures in place to respond promptly where a pupil is missing from school, cannot be located during the school day or leaves the school site without permission. These procedures are designed to ensure that children are found and returned to effective supervision as quickly as possible whilst safeguarding their welfare and safety.

If a child goes missing from school or during the school day, the school will:

- Carry out an immediate search of the school site, buildings and relevant surrounding areas where appropriate
- Check attendance records, signing in/out records, authorised collection arrangements and known timetables
- Inform the Designated Safeguarding Lead (DSL), deputy DSL (DDSL) and senior leaders immediately
- Contact parents/carers and emergency contacts without delay
- Consider the child's age, developmental stage, vulnerabilities and known safeguarding risks
- Undertake an immediate risk assessment
- Escalate concerns to the police and/or children's social care without delay where there are concerns that the child may be at risk of harm
- Record all actions taken, decisions made and outcomes appropriately

The school will undertake a risk assessment based upon:

- The child's age and stage of development
- Any known experiences of prejudice-based harm or discriminatory behaviour, including racism and faith-targeted abuse
- SEND, medical or mental health needs
- Previous missing episodes
- Known safeguarding concerns or child protection involvement
- Risks relating to exploitation, serious violence or radicalisation
- Any known family or contextual safeguarding concerns

Immediate action will be taken where there are concerns regarding:

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Serious violence or gang involvement
- Abuse or neglect
- Mental health and emotional wellbeing concerns, self-harm or suicidal ideation
- Domestic abuse
- Child protection involvement
- Significant medical or SEND needs

The school recognises that children who go missing repeatedly may be at increased risk of harm and that repeated missing episodes should always be considered a potential indicator of abuse, neglect or exploitation.

All staff should be aware of the school's attendance, unauthorised absence, children missing education and missing pupil procedures and understand their safeguarding responsibilities in relation to missing children.

The school recognises that persistent absence, repeated unexplained absence, missing episodes, children missing education and emotionally based school avoidance may be important warning signs of safeguarding concerns. Staff should remain professionally curious and consider the wider context of a child's absence.

Where a child has not attended school for a prolonged period without explanation, the school will work with the local authority and other agencies to make reasonable enquiries to establish the child's whereabouts and ensure they are safe and receiving suitable education.

The school will maintain accurate records of all missing incidents and will monitor and review patterns, trends and recurring concerns to inform safeguarding assessments, risk management and early identification of need.

The school will notify the local authority in line with statutory Children Missing Education requirements where pupils are removed from roll or where there are concerns regarding a child missing education.

All incidents involving missing pupils or children missing education will be recorded, monitored and reviewed as part of the school's safeguarding procedures.

The school recognises that children who go missing may be vulnerable to extra-familial harm, including exploitation, serious violence and online abuse, and will ensure that safeguarding responses remain child-centred, proportionate and informed by contextual safeguarding principles.

Appendix 11 - EYFS Safeguarding and Use of Mobile Devices Policy (2026 Update)

Safe use of mobile phones, cameras and digital devices - *In line with the EYFS Statutory Framework 2026 and Keeping Children Safe in Education 2026*

The school/setting recognises that safeguarding and promoting the welfare of children includes ensuring the safe and appropriate use of mobile phones, cameras, tablets, smart technology and digital devices within the Early Years Foundation Stage (EYFS).

The setting is committed to safeguarding children from harm, maintaining children's privacy and dignity, and reducing the risk of inappropriate use of technology, images or information.

This policy applies to:

- Staff
- Volunteers*
- Students
- Contractors
- Parents and carers
- Visitors
- Any individual using digital devices on the premises

The setting recognises that online safety forms part of its wider safeguarding responsibilities and adopts a whole-setting approach to the safe use of technology.

EYFS volunteers*

Where the school/setting is subject to the Early Years Foundation Stage (EYFS) framework, volunteers must not be permitted to begin working within the EYFS provision until the school or maintained nursery school has received the volunteer's Enhanced DBS certificate, including children's barred list information. This requirement applies to volunteers working within EYFS provision, including those who will be supervised.

Aims of this policy

The aims of this policy are to:

- Safeguard children from potential harm linked to the misuse of mobile phones, cameras and digital devices
- Promote safe, responsible and professional use of technology
- Protect children's privacy, dignity and personal information
- Reduce the risk of allegations, inappropriate contact or image misuse
- Ensure compliance with safeguarding, data protection and EYFS requirements
- Support a culture of vigilance, accountability and safer working practice

Personal mobile phones and devices - Staff

Staff are expected to maintain professional boundaries and follow safer working practice expectations at all times.

Personal mobile phones and devices:

- Must be switched off (or placed on silent where authorised by the Headteacher/Manager) and stored securely in a designated staff area whilst supervising children

- Must not be used in areas where children are present except in emergencies authorised by senior leaders
- Must not be used to photograph, film or record children under any circumstances
- Must not be connected to the setting's Wi-Fi unless authorised
- Must not be used to communicate with parents/carers via personal numbers, social media or messaging platforms
- Must not contain inappropriate, offensive or illegal material
- Must be stored in a designated secure location, locker, office or staff area whilst staff are working directly with children
- Smartwatches or wearable devices with photographic, recording, internet or communication functionality must be managed in accordance with this policy and must not be used to photograph, record or communicate whilst supervising children
- Personal devices must not be used in toileting areas, nappy changing areas, intimate care areas or sleeping areas used by children
- Staff must ensure that the use of personal devices does not distract them from the supervision, care and safeguarding of children at any time

Where staff need to be contacted during the school day, calls should be made through the school office wherever possible. Staff may only use personal mobile devices during designated break times and away from children.

The setting is not responsible for the loss, theft or damage of personal devices brought onto site.

Any concerns regarding inappropriate use of devices by staff must be reported immediately to the Designated Safeguarding Lead (DSL) or senior leader. Breaches of this policy may result in disciplinary action and, where appropriate, referral to external agencies including the Local Authority Designated Officer (LADO), police or children's social care.

Setting-owned devices

The setting may provide mobile phones, tablets, laptops or cameras for educational and operational purposes.

Setting-owned devices:

- Must only be used for professional purposes
- Will be password protected and managed securely
- Will only contain age-appropriate and authorised applications
- Will be monitored in line with safeguarding and acceptable use procedures
- Must remain on site unless authorised for educational visits or safeguarding purposes
- Will be subject to appropriate filtering, monitoring and cybersecurity arrangements
- Will be regularly reviewed to ensure safeguarding controls remain effective

Only authorised staff may access setting-owned devices.

Photographs or videos of children will only be taken using setting-owned devices and only where parental consent has been obtained.

Images must not be edited, manipulated or enhanced using artificial intelligence (AI) tools in a way that could compromise a child's identity, dignity, welfare or safeguarding.

The creation, possession or sharing of inappropriate, indecent or AI-generated images involving children will be treated as a serious safeguarding matter and may result in referral to the police, children's social care and other relevant agencies.

All images and recordings will be:

- Stored securely
- Accessed only by authorised staff
- Used in accordance with parental permissions
- Deleted when no longer required in line with data protection procedures

The setting will ensure that external providers, photographers or agencies are informed of photography permissions and safeguarding expectations.

Educational visits and outings

During outings and educational visits:

- Staff should use setting-owned mobile phones wherever possible
- Emergency contact arrangements must be in place
- Devices must be used appropriately and securely
- Photographs must only be taken in line with safeguarding procedures and parental permissions

Staff must remain vigilant to safeguarding risks associated with mobile technology during off-site activities.

Parents, carers and visitors

Parents, carers and visitors are expected to use mobile phones and digital devices responsibly whilst on the premises.

Parents and visitors:

- Must not photograph or record children other than their own without permission
- Must follow instructions regarding restricted use of mobile phones within the setting
- May be asked to store mobile devices securely during visits where appropriate
- Must not use mobile devices in ways which compromise safeguarding, confidentiality or privacy
- The setting reserves the right to prohibit photography, filming or the use of mobile devices during specific events or activities where this is necessary to protect children's privacy, dignity or safeguarding

Visitors will be informed of the setting's safeguarding expectations on arrival.

Any concerns regarding inappropriate use of mobile devices by visitors will be reported immediately to the DSL or senior leader.

Smartwatches and personal devices for children

Children should not bring personal mobile phones, cameras or internet-enabled devices into the EYFS setting unless authorised by senior leaders.

Smartwatches or devices with photographic, video or communication functionality are not permitted unless agreed as part of an individual need, medical requirement or risk assessment.

Online safety

The setting recognises that online safety is an essential part of safeguarding and promoting the welfare of children.

Staff should remain vigilant to safeguarding concerns linked to:

- Social media
- Messaging platforms
- Live streaming
- Artificial intelligence (AI)
- Deepfakes and manipulated imagery
- Online coercion and exploitation
- Inappropriate online content

Staff should understand that online risks may arise through personal devices, setting-owned devices, wearable technology, smart technology and emerging technologies including artificial intelligence and synthetic media.

The setting will ensure that appropriate filtering and monitoring arrangements are in place in accordance with Keeping Children Safe in Education 2026 and local safeguarding expectations.

The setting will ensure that staff receive appropriate online safety and safeguarding training, including expectations relating to filtering and monitoring.

Reporting concerns

Any concerns regarding:

- Inappropriate use of mobile phones or devices
- Online safety incidents
- Image misuse
- Safeguarding breaches
- Inappropriate communication or conduct

must be reported immediately to the Designated Safeguarding Lead (DSL) or senior leader.

Concerns relating to the misuse of mobile phones, smartwatches, photography, recordings or digital devices by adults working in or on behalf of the setting may constitute a low-level concern, allegation against staff or safeguarding incident and will be managed in accordance with the school's safeguarding procedures.

Concerns will be managed in accordance with:

- The Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Allegations and Low-Level Concerns procedures
- Data protection procedures

Monitoring and review

This policy will be reviewed annually, or sooner where required, to reflect:

- Changes in statutory guidance

- Updates to the EYFS framework
- Emerging safeguarding risks
- Technological developments
- Local safeguarding partner guidance

All staff will receive regular reminders and updates regarding safe use of technology as part of safeguarding training and induction.