# CHILD PROTECTION POLICY
# 2026 – 2027
# (ACADEMIC YEAR)

# Bernard Gilpin Primary School



© All Rights Reserved

# CONTENTS


| | |
|---|---|
| Foreword & Introduction | 3 |
| Purpose & Aim | 4 |
| Vulnerability and Susceptibility | 5 |
| Legislation, Policy & Practice | 7 |
| Workforce Role in Keeping Children Safe | 8 |
| Role of the Designated Safeguarding Lead | 12 |
| Role of the Governors | 13 |
| Making a Safeguarding Referral | 15 |
| Management of Allegations Towards Adults in School (inc., Whistleblowing & Confidential Reporting) | 20 |
| Support for Staff & Support for Children | 22 |
| EYFS Reforms | 25 |
| Safeguarding Suite of Policies | 26 |
| Legislation & Links | 29 |
| Appendix 1 – Links from KCSIE 2026 | 33 |
| Appendix 2 – Signs & Symptoms of Abuse/Harm & Body Map | 44 |
| Appendix 3 – Contextual Safeguarding Mapping | 46 |
| Appendix 4 – Role of the Designated Safeguarding Lead | 47 |
| Appendix 5 – Role of the Safeguarding Governor & Chair of Governors | 54 |
| | |
| | |
| | |
| | |
| | |
| | |




© All Rights Reserved

# CHILD PROTECTION POLICY

## Foreword

This policy has been created by HH: Safeguarding Matters to share information with all stakeholders in school on the expectations of everyone in the area of child protection. The Child-on-Child Abuse Policy is an addendum to this policy and will be read alongside it.

## Introduction

Bernard Gilpin Primary School's whole school Child Protection Policy provides clarity to all stakeholders (children, parents, staff and Governors) on the necessary, appropriate and immediate action that will be taken by school, in the event that a child is identified at risk of harm or in need of support and intervention. All school's stakeholders are committed to following these effective procedures to keep children safe.

Children may be at risk of harm by adults including (parents, carers, teachers, professionals, family members, non-family members and strangers) as well as other children (including siblings, extended family members, friends, other children and strangers). They may also face these harms in a variety of contexts including inside the family home, in their communities - or wherever they are involved in external activities, in school and online.

Bernard Gilpin Primary School have a committed culture of safeguarding that ensures that all children are provided with appropriate opportunities to seek support from safe adults in school in safe spaces. This means they will feel validated, valued, listened to and supported and that ALL staff will act immediately and respond within the appropriate thresholds and level of intervention to gain the most effective outcome for every individual child. This means ALL staff must exercise professional curiosity in understanding the life-lived experience of all children they come into contact with and report and record it appropriately.



© All Rights Reserved

## Purpose and Aim

The purpose of this policy is to adhere to the Children's Act, 1989 and ensure that the safeguarding and welfare of children is paramount. This means acting early to support children to ensure that they get the 'right help at the right time' as soon as problems emerge (Working Together 2026). This means all staff will offer intervention at the earliest opportunity in a proactive approach to prevent escalation. However, where child protection concerns are identified, referrals will be handled sensitively, confidentially and professionally in order to support the child's well-being.

Our Governing Body is committed to and has a strategic safeguarding responsibility to ensure that all appropriate safeguarding policies and procedures are in place to protect children. We expect all stakeholders to share this commitment.

There are 5 key elements to Bernard Gilpin Primary School's Child Protection Policy and commitment to keeping children safe

1. **Prevention and Interception** – providing a positive culture of vigilance and safeguarding in school through effective teaching, pastoral care and safe adult role models who identify vulnerability and susceptibility in children and seek to prevent future harm by intercepting at the right time (as soon as problems emerge) to reduce further risks including but not limited to (harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, (including racism, faith-based prejudice and other forms of discrimination),victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism and terrorism) and issues such as 'Honour' - Based Abuse, Female Genital Mutilation and Forced Marriage).
2. **Safeguarding and Protection -** following all necessary safeguarding policies and ensuring that all staff respond appropriately, sensitively and timely to all child protection concerns and that every member of staff has regular training and updates, at least annually, and are supported to refer their concerns to the Designated Safeguarding Lead Mr Peter Iveson or Deputy Designated Safeguarding Leads Mr Andrew Bainbridge or Mrs Georgia O'Mara or the Integrated Contact and Referral Team on 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (mandatory reporting of FGM from October 2015), radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Escalation –** following the local safeguarding children's partnership threshold guidance and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered and escalated if there remains no improvement to a child's circumstances. Taking action to enable all children to have the best outcomes.
4. **Scaffolding and Supporting –** supporting staff through reflective training to be able to recognise vulnerable children and provide scaffolding and support so that those children achieve their best outcomes.
5. **Timely Record Keeping –** ensuring that all information staff have regarding children's lived experiences and risk of harm is recorded factually, accurately and in a timely manner to ensure the most positive outcomes for children.



© All Rights Reserved

## Vulnerability and Susceptibility

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff will be particularly alert to the potential need for support from universal services, community-based early help or the targeted early help level of family help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of Honour - or Faith-Based Abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

(KCSIE 2026)

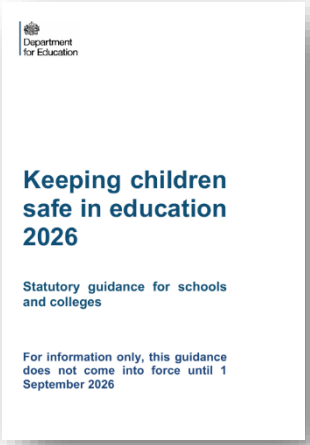
All staff have a responsibility to recognise child abuse, neglect, exploitation, modern slavery and child-on-child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2026. **Where the school has created an additional school policy because of any specific area of need, this is to be read in conjunction with this Child Protection Policy.**



© All Rights Reserved

Broadly the areas taken from Keeping Children Safe in Education, 2026 Annex A, include

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children who are absent from education
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- Honour or Faith Based Abuse inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage
- Additional advice and support


Department for Education

Keeping children safe in education 2026

Statutory guidance for schools and colleges

For information only, this guidance does not come into force until 1 September 2026

(KCSIE 2026)

Staff are also aware that children may be more susceptible to harm due to their accessibility. This means that they may spend long periods of time unsupervised in any or all of their contexts which can increase the likelihood of them being targets to being groomed or harmed by individuals who are aware of this.

## Children with SEND

Bernard Gilpin Primary School recognises that, statistically, children with SEND, behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury will be considered for each individual child and their own circumstances and will not



© All Rights Reserved

be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Children with SEND might not understand what is happening to them, they may also be dependent on adults for care and intimate care and may have issues over cognitive understanding (being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools). Therefore, time will be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, Bernard Gilpin Primary School will consider extra pastoral support for children with SEND and certain medical conditions, in order to prioritise the inclusion of all children.

## Legislation, Policy and Practice

All schools work in collaboration with partner agencies. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. This includes the mandatory reporting of radicalisation and extremism (PREVENT) and Female Genital Mutilation (FGM).

The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the City.

Bernard Gilpin Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Local Authorities have a duty to investigate Significant Harm (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

**Keeping Children Safe in Education September 2026 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2026 which applies to all schools, including**



© All Rights Reserved

**maintained Nursery Schools. The Children Act 1989 sets out the legal framework.**

## Workforce Role in Keeping Children Safe

All staff are responsible for and must take any action necessary to safeguard and promote the welfare of children. This is defined as providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; including in addition to the four categories of harm, issues such as sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse and stalking), child criminal exploitation (CCE) including financial exploitation, child sexual exploitation (CSE), county lines and serious youth violence, Honour - Based Abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, radicalisation, (extremism, radicalisation and terrorism), harassment, bullying including cyber-bullying, prejudice-based and discriminatory bullying (including racism and faith based prejudice) and victimisation; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

The workforce must maintain the attitude that 'it could happen here' with regards all safeguarding concerns and by following these key expectations:

1. Reporting and Recording: All school staff play a crucial role in safeguarding due to their regular contact with children. They must know and understand the procedures for reporting any concerns of abuse or neglect to the Designated Safeguarding Lead (DSL) or deputies, following it up in written record (CPOMS or MyConcern). All discussions, decisions and reasons for them will be recorded in writing adhering to Bernard Gilpin Primary School's Recording and Information Sharing Policy/Procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children. Staff must report any observed or disclosed concerns immediately and should feel confident in doing so. They also have the right to report concerns directly to the Integrated Contact and Referral Team if necessary and the police, in the absence of the DSL or to prevent any delay.

2. Listening to Children: Staff will actively listen to children's concerns, valuing their voices, and provide reassurance that the information they disclose will be taken seriously and the right help will be accessed whether this is statutory or non-statutory. Staff should feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe, even when children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff will ensure that they exercise their professional curiosity and speak to the Designated Safeguarding Lead if they



© All Rights Reserved

have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication and maintaining an attitude of **'it could happen here' in respect of any safeguarding issues** and reporting any concerns regarding the behaviour of a child, an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.

3. Whistleblowing: Staff must raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct inclusive of 'Low-Level' Concerns.

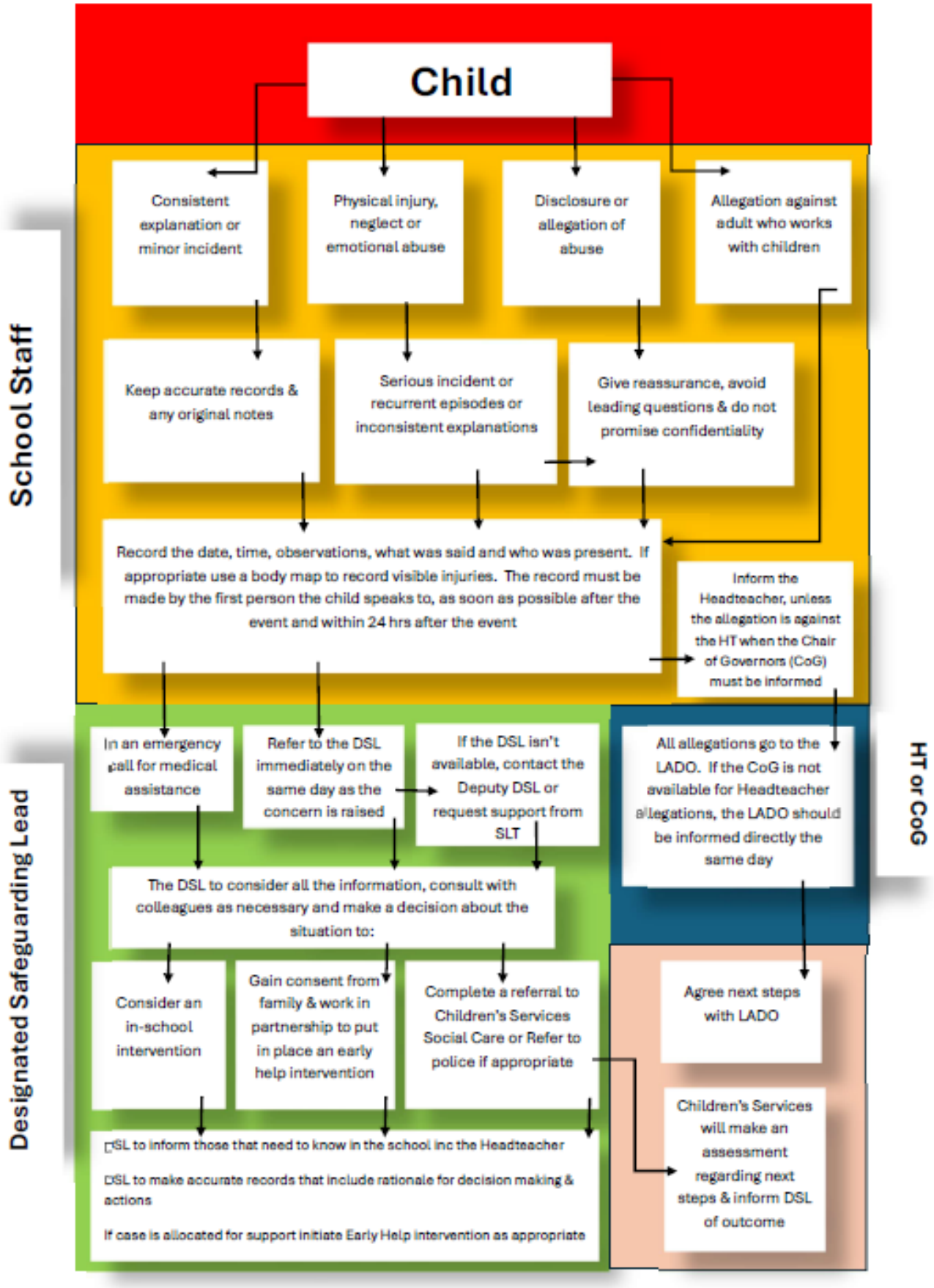
4. Training: Staff are required to undergo comprehensive safeguarding training, including recognition of online safety risks which includes (an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and use of Artificial Intelligence) at induction. In addition, all staff will receive updates as required and at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

5. Online Safety Training: Staff will ensure that they understand, through online safety training, that technology is a significant component in many safeguarding cases and the additional risks for pupils online and continue to promote the school's Online Safety Policy/Mobile and Smart Technology (Acceptable Use Policy) in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance (3G, 4G, 5G). In line with the new DfE restrictions on mobile phone use in schools, in Bernard Gilpin Primary School's Online Safety Policy, Smart Technology/Acceptable Usage Policy/Procedure and Artificial Intelligence Policy, pupils are not permitted to use mobile phones during the school day. These restrictions support a safer environment by limiting opportunities for online bullying, image sharing and access to inappropriate content. Any incident involving mobile phones that raises a safeguarding concern will be responded to, recorded and escalated in accordance with this policy. This includes not using their mobile phones or smart technology to sexually harass, make or share nudes and semi-nudes (consensually or non-consensually) and view and share pornography and other harmful content. All stakeholders are aware of the changes in the Online Safety Act 2023 and the new online offences including false communications, threatening communications, flashing images offences, encouraging or assisting serious self-harm, cyber flashing, sharing or threatening to share intimate images and false reporting of child sexual abuse.

6. Mandatory Reporting: Staff will ensure from the 1st July 2015 for schools, (or 18th September 2015 for colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard' to the need to prevent

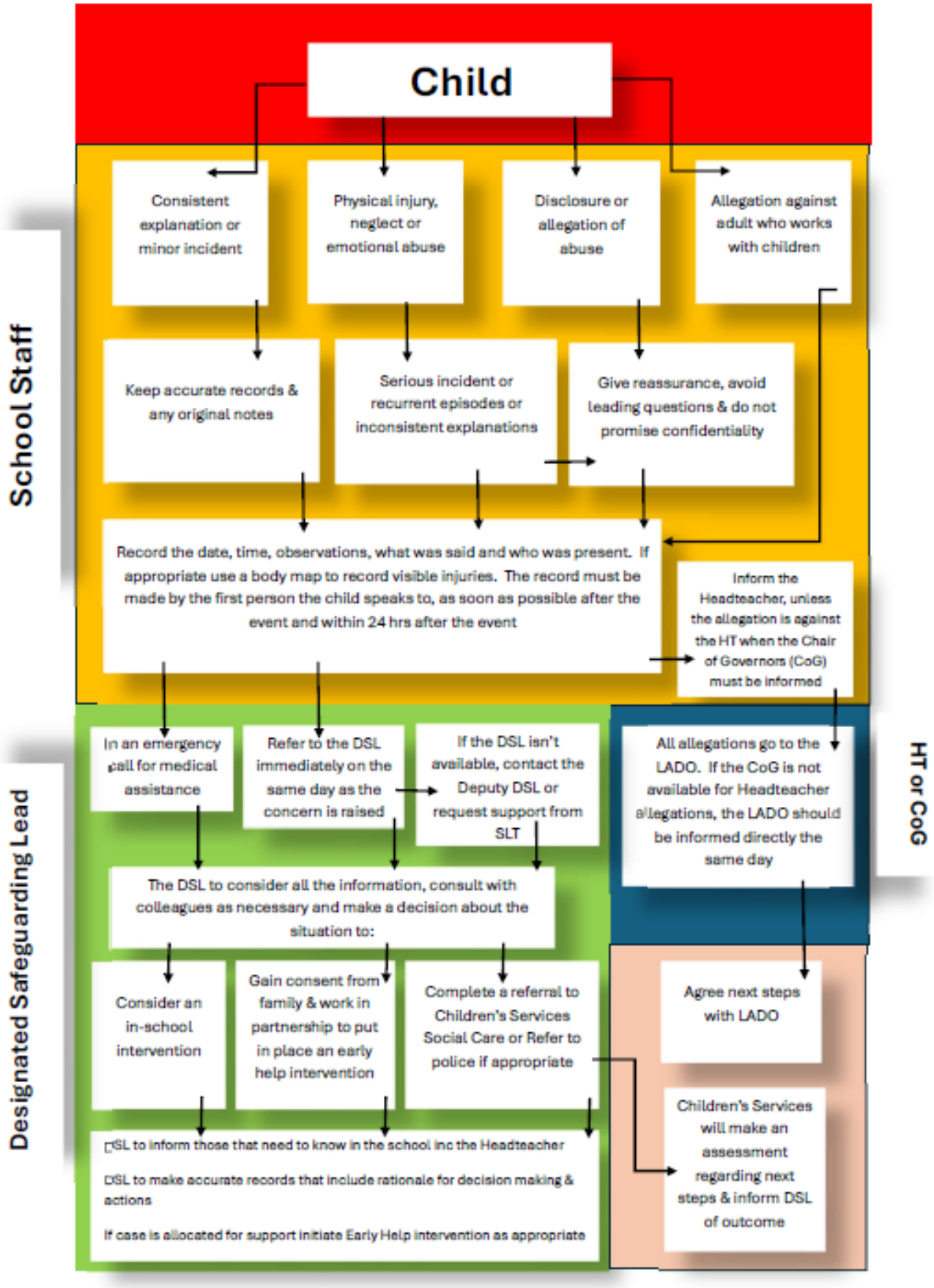


© All Rights Reserved






© All Rights Reserved






© All Rights Reserved

# THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Bernard Gilpin Primary School has the following Designated Safeguarding Leads in place:

| | |
|---|---|
| Name of Designated Safeguarding Lead: | Mr Peter Iveson |
| Name of Deputy Designated Safeguarding Lead: | Mr Andrew Bainbridge<br>Mrs Georgia O'Mara |
| Contact Number / e-mail address: | 0191 917 2999<br>bernard.gilpin@bernardgilpn.com |
| Days and times they are available: | Monday – Friday 8:00 – 17:00 |

In the event that the Designated Safeguarding Leads are not available please inform

| | |
|---|---|
| Name of alternative contact: | Mrs Georgia O'Mara |
| Contact telephone number / e-mail: | 0191 917 2999 |
| Days and times they are available: | Monday – Friday 8:00 – 17:00 |

In emergency situations please contact the Integrated Contact and Referral Team on 561 7007



© All Rights Reserved

The Designated Safeguarding Leads have the appropriate status and authority within school to carry out the duties of the post and are given the additional time, funding, training, resources and support needed to carry out the role effectively. The Designated Safeguarding Leads will also provide advice and support to all staff on child welfare, safeguarding and child protection matters. The Designated Safeguarding Leads will take part in strategy discussions and inter agency meetings and support other trained staff to do so as well as contribute to the assessment of children.

The Designated Safeguarding Leads (and any Deputies) have the most information and complete safeguarding picture regarding all vulnerable children and are the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2026)

The full role of the Designated Safeguarding Lead can be found in (appendix 4).

In the event of Bernard Gilpin Primary School being invited to attend child protection conferences or other multi agency meetings regarding children, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to the child's circumstances. In the event that those staff members cannot attend, the following trained members of staff may attend Mrs Joanne Ivesoin

## The Role of Governors

The Governing Body at Bernard Gilpin Primary School has strategic leadership responsibility for safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Public Sector Equality Duty 2023, the Data Protection Act 2018 (UK GDPR) and their local multi-agency safeguarding arrangements.

The Governing Body will ensure that mechanisms are in place to assist staff to understand their role and responsibilities as set out in Keeping Children Safe in Education, 2026 including confirming that all policies and procedures adopted by the Governing Body (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff. The Governing Body will also ensure that all Governors receive appropriate safeguarding and child protection training (including online which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring including ensuring an annual review and recording of its effectiveness and ensuring appropriate cyber systems are in place to safeguard personal information of all stakeholders) at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Bernard Gilpin Primary School are effective and support the delivery of a robust whole school approach to safeguarding.

The Governing Body has a senior board level (or equivalent) lead to take leadership responsibility for Bernard Gilpin Primary School's safeguarding arrangements.



© All Rights Reserved

(The full role of the Chair of Governors and Safeguarding Governor can be found in annex 5).

| | |
|---|---|
| Name of Chair of Governors: | Mr Alan Hennis |
| Name of Safeguarding Governor: | Mr Nick Page |
| Contact Number / e-mail address: | 0191 917 2999 |
| Days and times they are available: | Monday – Friday 8:00 – 17:00 |



© All Rights Reserved

# Making a Safeguarding Referral & Threshold Guidance

Information may be shared with school staff directly by a child or indirectly through behaviour, role play, or any other opportunities of engagement that are offered by school. This may be to any member of staff in school including volunteer or support staff. It is important that the person with the best relationship with the child listens to the child and then informs the Designated Safeguarding Lead (or Deputy) immediately in the following circumstances:

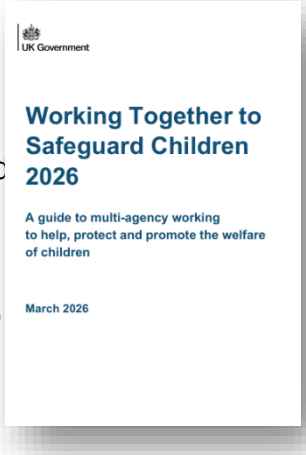
- Concern, worry or suspicion that a child is being harmed
- Evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

*Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).*

Working Together 2026 defines the categories of harm and KCSIE 2026 expands on them:


UK Government

Working Together to Safeguard Children 2026

A guide to multi-agency working to help, protect and promote the welfare of children

March 2026

**Physical Abuse**
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
***Please see body map of child that staff can use when recording any incidents or physical marks on a child - this will be scanned into CPOMS (Appendix 2).



© All Rights Reserved

**Neglect**
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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

**Sexual Abuse**
Involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with a part of a person's body or an object (e.g rape or assault by penetration) and non-penetrative acts such as masturbation, kissing, rubbing and touching over of clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuse than not.

*The sexual abuse of children by other children is a specific safeguarding issue (also known as Child-on-Child Abuse) in education and **ALL** staff are aware of it.

** It is more likely that girls will be victims and boys perpetrators, but all Child-on-Child Abuse is unacceptable and will be taken seriously.

**Emotional Abuse**

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



© All Rights Reserved

Please see appendix 2 for signs and symptoms of abuse and harm.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system (CPOMS/My Concern). The Headteacher will be kept informed at all times.

Following a referral to the Integrated Contact and Referral Team, firstly a strategy meeting (involving professionals will be convened) to discuss whether the concerns meet the threshold of significant harm. If the evidence of harm meets this threshold, then professionals and parents will attend a child protection conference where a decision will be made whether or not a child requires a child protection plan under one of the four categories above.

If the threshold of harm is not met then the child and family may be offered support via Family Help Support (under the umbrella of the Families First Partnership Programme) and services e.g. (targeted early help and statutory services delivered under section 17 of the Children Act, Children in Need) (See Keeping Children Safe in Education, 2026 and Working Together 2026).

## Children Potentially at Greater Risk of Harm

Children may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local Authorities children's social care (Together for Children) has clear duties to share the fact a child has a Social Worker, and the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

All staff in Bernard Gilpin Primary School are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments (see appendix 3 for contextual



© All Rights Reserved

safeguarding mapping). All staff, but especially the Designated Safeguarding Lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (contextual safeguarding) take a variety of different forms and children can be vulnerable to multiple harms. Staff are aware that indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they maybe at higher risk of sexual exploitation. Staff in school are also aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, unexplainable and/or persistent absences from education or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

**Children who may be Gender Questioning (expectations in relation to the law on sport and public spaces)**

Children who are gender questioning may require sensitive, proportionate pastoral support. In line with KCSIE 2026 and the DfE's *Gender Questioning Children* guidance, decisions relating to sport, changing rooms, toilets, and other single-sex spaces must comply with the Equality Act 2010, which permits the lawful provision of single-sex facilities and single-sex sport. This means that pupils must use the facilities and participate in sport categories that align with their biological sex, unless specific legal exemptions apply.

Any request for alternative arrangements will be considered by the Headteacher on a case-by-case basis, focusing on the child's wellbeing, privacy, and safety, alongside the rights and safety of other pupils. Staff will not make commitments about social transition or changes to access arrangements; all decisions will be made by the Headteacher and must be clearly recorded, regularly reviewed, and communicated with parents unless doing so would place the child at risk of significant harm.

**Artificial Intelligence**

At Bernard Gilpin Primary School, all stakeholders are committed to the safe use of artificial intelligence and there is an AI Policy in place. Although there are clear benefits in the use of AI there are also clear risks including exposure to inappropriate content and bias, misuse of AI to deceive, harm or blackmail and data privacy breaches.

In the event that evidence suggests that a child is at risk of harm from inappropriate or unacceptable use of Artificial Intelligence, all stakeholders must follow this Child Protection Policy (if exposed to risk within the family home) or the Child-on-Child Abuse Policy (if exposed to risk from a peer). In both circumstances notification to the Designated Safeguarding Lead must occur in the first instance, followed by a fact-based record using the school's CPOM's system/recording system.



© All Rights Reserved

Following any recorded incidents, a full review of the school's AI Policy and procedures will be instigated and appropriate actions/changes will be made.

**What Parents Need to Know**

At Bernard Gilpin Primary School, the Governing Body and all staff are committed to keeping children safe and will take any reasonable action to safeguard and promote their welfare. In cases where Bernard Gilpin School has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concern.

Parents and carers will be informed when the school has taken safeguarding action, unless doing so would place the child at further risk of harm. Under the statutory duty to share information (effective from 30 September 2026), the school will immediately pass relevant information to statutory safeguarding partners when there is a concern about a child's safety or welfare. Where informing parents is likely to increase risk, delay protection, or influence a child's disclosure, the school will notify the appropriate agencies without parental consent and will do so every time a child shares information indicating risk of harm. The safety and welfare of the child will always take precedence over parental notification, and decisions will be recorded and overseen by the DSL.

Parents must be aware that school will take necessary action in listening to and acting on the voice of all children who raise safeguarding concerns, as a priority.

## Management of Allegations towards Adults in School (including Whistle Blowing/Confidential Reporting)

Bernard Gilpin Primary School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff, volunteers and contractors on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult in school's behaviour.

Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, trainee teachers, volunteers and contractors) harming or posing a risk of harm to children, then this will be referred to the Headteacher. Where there are concerns/allegations about the Headteacher this will be referred to the Chair of Governors, and in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole Proprietor of an independent school, this will be reported directly to the Designated Officer(s) at the Local Authority.

Consultation without delay with the **Designated Officer – Danielle Rose, Tel: 0191 561 7110/0758 4272413** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff will attend this meeting, which will be



© All Rights Reserved

arranged by the Designated Officer. All issues will be recorded on the allegation management form and the outcome reached will be noted to ensure closure.

www.safeguardingchildrensunderland.com

Where this concern does not meet the harm threshold, all staff will continue to follow their Staff Behaviour/Code of Conduct Inclusive of 'Low-Level' Concerns Policy and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

## Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputies) and Local Authority children's social care. Bernard Gilpin Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection: Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA)).

Where staff share or raise concerns the Designated Safeguarding Lead will ensure that limited feedback regarding the outcome will be given without compromising the confidentiality of the child.

Where parents or other stakeholders of the school share concerns regarding children the Designated Safeguarding Lead will support and encourage them to make their own safeguarding referral and if necessary, make the referral on their behalf. All information will remain confidential.

## Record Keeping

Information sharing and record-keeping is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational



© All Rights Reserved

outcomes. Schools have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. Bernard Gilpin Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All records include, a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action, and Outcome). All staff will follow the schools Information Sharing and Recording Polices to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving school the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. Professional judgement should be used to ensure that the information shared is focused and proportionate. Care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. This is to ensure that all children are given the right support and intervention, and information is shared strictly on a need-to-know basis. The Designated Safeguarding lead will provide necessary information with a full handover to the receiving school.

Safeguarding recording within Bernard Gilpin Primary School is held electronically through a secure management system of CPOMS/ and all staff have received training in the recording expectations and retention. At Bernard Gilpin Primary School electronic recording began on April 2018. All recording prior to this is in paper format.

Where requests are made to access records, appropriate action will be taken by the school to ensure appropriate confidentiality is retained in the protection of all children through legal and date protection services (please see Subject Access Request information).

## Support for Staff (including training)

All staff members will be made aware of the systems within the school which support safeguarding, and these will be fully explained to all new staff as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: the Child Protection Policy, the policy and procedures to deal with Child-on-Child Abuse; the Behaviour Policy (which includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and Whistleblowing) Policy, the Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety and Artificial Intelligence) which is regularly updated. CPD for



© All Rights Reserved

staff is integrated, aligned and considered as part of the whole school safeguarding approach, wider staff training and curriculum planning. The Governing Body decides the frequency and content of this CPD. At Bernard Gilpin Primary School, whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held weekly or internal CPD as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of the Child Protection Policy.

## Support for Children

Bernard Gilpin Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Bernard Gilpin Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, school work closely with Dianne Stockdale (Operation Encompass Lead) with regards to domestic violence incidents and offer wellbeing checks to pupils' when school are contacted following an incident which has occurred in a pupil's home.

Operation Encompass
Supporting children through key adults

Bernard Gilpin Primary School also recognises that children are capable of abusing other children. Child-on-Child Abuse can take many forms (whether these concerns are thought to have taken place on or off-site) and any concerns raised will be investigated and dealt with appropriately as part of our school's zero tolerance approach to unacceptable behaviour. No Child-on-Child Abuse will be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support including being alert to increased risk both before and after school. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others and this is a safeguarding issue for both the victim and alleged perpetrator. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child-on-Child Abuse Policy for detailed information.

Therefore, Bernard Gilpin Primary School will endeavour to support all its pupils through a clear set of values and standards upheld and demonstrated throughout all aspects of school life:

- The curriculum to encourage self-esteem, self-motivation, self-protection.



© All Rights Reserved

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment derogatory behaviour or other forms of physical violence and conflict.

- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities) and will include; healthy and respectful relationships; boundaries and consent; stereo typing, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling behaviour; the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called Honour - Based Abuse such as Forced Marriage and Female Genital Mutilation (FGM) and how to access support; what constitutes sexual harassment and sexual violence and why these are always unacceptable; understanding online harm such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help; mental health and well-being including self-harm, suicidal ideation or risk of suicide, personal safety, positive relationships and sexual ethics, inclusion and equality and recognition of diverse family structures (RSHE guidance 2025).

- A whole school approach to online safety that considers the four areas of risk: Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories. Contact; being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example, child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes. Conduct; online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images). Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.



© All Rights Reserved

- A coherent management of Behaviour Policy & Procedures inclusive of the Use of Restrictive Interventions that may include Reasonable Force.

- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Bernard Gilpin Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury will be considered for each individual child and their own circumstances and will not be dismissed.

Bernard Gilpin Primary School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

## EYFS Reforms

Early years providers have enhanced safeguarding measures that reflect the distinct vulnerabilities of younger children.

Bernard Gilpin Primary School recognises the increased vulnerability of young children during mealtimes and recreational play. To safeguard against choking hazards, all children in early years settings will be closely supervised during snack and mealtime periods. In line with EYFS 2026, any individual counted within staffing ratios (including apprentices, volunteers, long-term students, and EBR-qualified staff) must hold valid Paediatric First Aid (PFA). A PFA-qualified member of staff will be present at all times and will accompany children on outings. Staff are trained to identify and respond to choking incidents and other medical emergencies promptly and effectively.

Bernard Gilpin Primary School adheres to a robust allergen policy: all known food allergies are documented, individual care plans are in place for affected children, and allergen information is clearly communicated to all relevant staff. Supervisors and teaching staff receive appropriate training in managing severe allergic reactions, including the administration of adrenaline auto-injectors, and are familiar with emergency procedures for anaphylaxis. Food is prepared to minimise risks, including suitable portion sizes and avoidance of high-risk items unless safely prepared.



© All Rights Reserved

Outdoor and unstructured play carries potential risks for injury; therefore, all playtimes will be supervised by a sufficient number of trained staff. Supervision will follow EYFS expectations of sight and sound awareness, with increased vigilance during transitions such as toileting, outdoor access, and sleep routines (where applicable). Comprehensive risk assessments are carried out for all indoor and outdoor play areas and are reviewed regularly and following any incidents to ensure a safe, inclusive, and responsive environment.

In line with updated safeguarding expectations, early years staff will monitor children's emotional regulation, behaviour, and mental health as indicators of potential harm. Attendance patterns will be monitored as safeguarding risks, with mandatory follow-up of child absences and escalation protocols if families are unreachable. Early years provisions will now hold two emergency contacts per child to support safe and timely communication.

Toileting procedures will maintain privacy and dignity for the child while ensuring appropriate safeguarding visibility. Staff will follow clear protocols to ensure children are supported safely, respectfully, and consistently.

Expectations around Safer Recruitment and Whistleblowing are highlighted in this policy (and within the school's Whistleblowing and Safer Recruitment Policy), ensuring that all adults working with young children are suitable, appropriately vetted, and confident in raising concerns.

All settings subject to the EYFS framework, must now ensure that any staff or volunteers must not be permitted to begin working within the setting covered by the EYFS framework until the setting has received the enhanced DBS certificate, including barred list information.

## Support for Parents/Carers

Parents may find the process of child protection and raising safeguarding concerns from school difficult. Both the Social Worker and school will endeavour to explain, support and signpost parents to appropriate support and advocacy where necessary whether there is statutory intervention or not.

However, it is important to note that the school has a statutory responsibility to keep children safe and therefore **MUST** follow the procedures laid out in this policy as stated, where it is believed that a child may be at risk of significant harm.

## Safeguarding Suite of Policies

This policy MUST be read in conjunction with other related school policies.

These include:

- A Robust School Recruitment and Selection Policy - inclusive of safer recruitment guidance and regulation, a Single Central Record which demonstrates the pre-appointment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK,



© All Rights Reserved

for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- School's HR providers manual, policies and procedures.
- Staff Behaviour Policy (code of conduct) inclusive of 'Low Level' Concerns, allegations against staff, Whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with young people in education settings, 2022.
- Behaviour Policy – inclusive of the Use of Restrictive Interventions (and reasonable force) / Searching, Screening & Confiscation.
- Anti-Bullying Policy/Online Bullying Policy.
- Online Safety Policy/Mobile Phone and Smart Technology/Artificial Intelligence Policy - inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting and appropriate filtering and monitoring on school devices and school networks.)
- Remote/Home Learning Policy inclusive of all expectations for children learning at home.
- Record-Keeping Policy inclusive of all procedures around the recording, storing and transferring of information regarding children.
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflecting the safeguarding of children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.
- Child-on-Child Abuse Policy.
- Mental Health and Wellbeing Policy/Process/Plan.
- Photographic & Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and procedures with trained staff who manage this.
- Allergy Policy.
- Pupils with Medical Needs Policy and implications for the workforce, pupils and partnership with parents.
- Attendance Management Policy/Children who are Absent from Education - school management for attendance including children being absent from education for prolonged periods and/or repeat occasions (unexplainable and/or persistently absent) and the partnership with **Together for Children** in reporting children missing from education and those deleted from the school's admission register.



© All Rights Reserved

This includes the need for two emergency contact details for every pupil, where possible.

- Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy.
- Allegation Management Policy.
- Confidentiality and Whistle Blowing Policy.
- Information Sharing Policy (internal and external exchange of information).
- Looked After Children Policy inclusive of named Looked After Teacher whose role is to champion the achievement of looked after/cared for and kinship care children in school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied Travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-Being and Fundamental British Values.
- Relationship Education Policy (Primary) inclusive of Health Education content.
- Relationship and Sex Education (RSE) Policy (Secondary) inclusive Health Education content (RSHE updated 2025).



© All Rights Reserved

## Legislation and Links

**It has been informed by the following legislation and national & local guidance**

**Apprenticeships, Skills, Children and Learning Act 2009 (as amended)**

https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2

**Children Act 1989/2004**

http://www.legislation.gov.uk/ukpga/2004/31/contents

**CP Referral Form**

https://www.safeguardingchildrensunderland.com/p/professionals-information-and-resources-1/how-to-make-a-referral-to-childrens-services

**Data Protection Act 2018**

http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

**DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2026**

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

**Together for Children Early Help**

https://www.togetherforchildren.org.uk/professionals-early-help

**Education Act 2002 Section 175**

www.legislation.gov.uk/ukpga/2002/32/section/175



© All Rights Reserved

**Education (Independent School Standards) Regulations 2014**

http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

**Education and Training (Welfare of Children) Act 2021**

https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

**General Data Protection Regulations, 2018**

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

**Human Rights Act, 1998**

https://www.equalityhumanrights.com/en/human-rights

**Information sharing advice for safeguarding practitioners**

https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

**Freedom of Information Act 2000**

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

**Keeping Children Safe in Education 2026**

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

**Out-of-school settings: safeguarding guidance for providers**

Keeping children safe in out-of-school settings: code of practice - GOV.UK (www.gov.uk)

**Non-Maintained Special Schools (England) Regulations 2015**

http://www.legislation.gov.uk/uksi/2015/728/made



© All Rights Reserved

**Public Sector Equality Duty Guidance for Schools in England**

Public Sector Equality Duty: guidance for public authorities - GOV.UK

**Safeguarding Vulnerable Groups Act 2006**

http://www.legislation.gov.uk/ukpga/2006/47/contents

**Working Together to Improve School Attendance**

Working together to improve school attendance - GOV.UK

**Sexual Offences Act 2003**

http://www.legislation.gov.uk/ukpga/2003/42/contents

**Sunderland Safeguarding Children Partnership**

www.safeguardingchildrensunderland.com

**What to do if you are worried a child is being abused 2015**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

**Working Together to Safeguard Children HM GOV (2026)**

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

**Mobile Phones in School (DfE)**

https://www.gov.uk/government/publications/mobile-phones-in-schools



© All Rights Reserved

This policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by school at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where school procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy will be ratified by the Governing Body & signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

| **Academic Year 2026-2027** | |
|---|---|
| **Name of DSL** | **Mr Peter Iveson** |
| **Name of Deputy DSL's** | **Mr Andrew Bainbridge** |
| **Senior Board Lead / Safeguarding Governor** | **Mr Nick Page** |

| **Review Date** | **Ratified By** | **Ratification Date by Governing Body** |
|---|---|---|
| | | |
| | | |

**Appendix 1 (links from KCSIE)**



© All Rights Reserved

**Appendix 2 (signs and symptoms of abuse/harm and body mapping)**

**Appendix 3 (Contextual safeguarding mapping)**

# Appendix 1
# (Links from KCSIE 2026)

| Abuse or Safeguarding Issue | Link to Guidance/Advice | Source |
|---|---|---|
| **Abuse** | Concerns of child sexual abuse and abusive behaviours<br><br>Signs and indicators of child sexual abuse \| CSA Centre | Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours. |
| | What to do if you're worried a child is being abused | DfE advice |
| | Domestic abuse: Various Information/Guidance | Home Office advice |
| | Faith based abuse: National Action Plan | DfE advice |
| | Forced marriage resource pack | |
| | Disrespect NoBody Campaign | Home Office website |
| | Tackling Child Sexual Abuse Strategy | Home Office Policy Paper |
| | Together we can stop child sexual abuse | HM Government campaign |
| **Bullying**Preventing bullying including cyberbullying DfE advice | | |



© All Rights Reserved

| | | |
|---|---|---|
| **Children missing from education, home or care**Children missing educationDfE statutory guidance | | |
| Children who run away or go missing from home or care | DfE statutory guidance | |
| | Missing Children and Adults Strategy | Home Office strategy |
| **Children with family members in prison** | Prisoners' Families Helpline | The Prisoners' Families Helpline offers free, confidential support and advice for families in England and Wales who are in contact with the criminal justice system. |
| | | |
| **Child Exploitation** | Modern slavery: how to identify and support victims - GOV.UK | Modern Slavery Statutory Guidance. |
| | Interim guidance for ICTGs | Independent Child Trafficking Guardianship Service guidance |
| | Safeguarding children who may have been trafficked - | DfE and HO guidance |
| | Care of unaccompanied migrant children and child victims of modern slavery | DfE statutory guidance |
| | Modern slavery: how to identify and support victims | HO statutory guidance |
| | Child exploitation disruption toolkit | Home Office guidance |
| | Preventing Child Sexual Exploitation | The Children's Society and Home Office |
| | County Lines Toolkit For Professionals | The Children's Society in partnership with Victim Support and National Police Chiefs' Council. |
| | Multi-agency practice principles for responding to child exploitation and extra-familial harm | Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and |



© All Rights Reserved

| | | |
|---|---|---|
| | | supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice. |
| | What is county lines and child criminal exploitation? - Missing People | Advice |
| | SafeCall - Missing People | SafeCall is a national free, confidential and anonymous helpline and support service for young people and family members that are affected by missing, county lines and criminal exploitation. Confidential support and webinars are also available to professionals. |
| | County Lines Support and Rescue Catch22 | A specialist support and rescue service for young people and their families who are criminally exploited through county lines. (The service currently operates from London, Merseyside, the West Midlands, West Yorkshire and Greater Manchester.) |
| | | |
| **Confidentiality** | Gillick competency Fraser guidelines | Guidelines to help with balancing children's rights along with safeguarding responsibilities. |
| **Drugs** | From harm to hope: A 10-year drugs plan to cut crime and save lives | Home Office strategy |
| | Honest information about drugs | Talk to Frank website |
| | Drug and Alcohol education – teacher guidance & evidence review | PSHE Association website |
| | | |
| **Honour or faith-based abuse, including FGM and forced marriage** | Female genital mutilation: information and resources | Home Office guidance |
| | Female genital mutilation: multi agency statutory guidance | DfE, Department for Health and Home Office |



© All Rights Reserved

| | | |
|---|---|---|
| | Forced Marriage | Forced Marriage Unit (FMU) resources |
| | Forced Marriage | Government multi-agency practice guidelines and multi-agency statutory guidance. |
| | FGM Resource Pack | HM Government guidance |
| | | |
| **Health and Well-Being** | Rise Above: Free PSHE resources on health, wellbeing and resilience | Public Health England |
| | Supporting pupils at school with medical conditions | DfE statutory guidance |
| | Mental health and behaviour in schools | DfE advice |
| | Overview – Fabricated or induced illness | NHS advice |
| | | |
| **Homelessness** | Homelessness code of guidance for local authorities | Ministry of Housing, Communities and Local Government guidance . |
| | | |
| **Information Sharing** | Government information sharing advice | Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers. |
| | Information Commissioner's Office: Data sharing information hub | Information to help schools and colleges comply with UK data protection legislation including UK GDPR. |
| | | |
| **Online safety - advice** | Childnet | Provides guidance for schools on cyberbullying. |
| | Educateagainsthate | Provides practical advice and support on protecting children from extremism and radicalisation. |
| | London Grid for Learning | Provides advice on all aspects of a school or college's online safety arrangements. |
| | NSPCC E-safety for schools | Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements. |



© All Rights Reserved

| | | |
|---|---|---|
| | Safer recruitment consortium | 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective. |
| | Searching screening and confiscation | Departmental advice for schools on searching children and confiscating items such as mobile phones. |
| | South West Grid for Learning | Provides advice on all aspects of a school or college's online safety arrangements. |
| | Online Safety Audit Tool | From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring. |
| | Online safety guidance if you own or manage an online platform | DCMS advice |
| | A business guide for protecting children on your online platform | DCMS advice |
| | UK Safer Internet Centre | Provides tips, advice, guides and other resources to help keep children safe online. |
| | Understanding and responding to AI-generated child sexual abuse material | Guidance from the National Crime Agency's CEOP Education programme in collaboration with the Internet Watch Foundation. |
| | Financially motivated sexual extortion (FMSE) | Guidance for education settings on FMSE from the National Crime Agency's CEOP Education programme. |
| | | |
| **Online Safety – Remote Education, Virtual Lessons & Live Streaming** | Guidance Get help with remote education | Resources and support for teachers and school leaders on educating pupils and students. |
| | Departmental guidance on safeguarding and remote education | Including planning remote education strategies and teaching remotely. |
| | London Grid for Learning | Guidance, including platform-specific advice. |
| | National cyber security centre | Guidance on choosing, configuring and deploying |



© All Rights Reserved

| | | |
|---|---|---|
| | | video conferencing. |
| | UK Safer Internet Centre | Guidance on safe remote learning. |
| | | |
| **Online Safety – Support for Children** | Childline | For free and confidential advice. |
| | UK Safer Internet Centre | To report and remove harmful online content. |
| | CEOP | For advice on making a report about online abuse. |
| | | |
| **Online Safety – Parental Support** | Childnet | Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support. |
| | Commonsensemedia | Provides independent reviews, age ratings, & other information about all types of media for children and their parents. |
| | Government advice | About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying. |
| | Help your child stay safe online - Kids Online Safety | Includes practical information from trusted places to help parents feel more confident on the steps they can take to protect their child online. |
| | Internet Matters | Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world. |
| | How Can I Help My Child? | Marie Collins Foundation – Sexual abuse online. |
| | London Grid for Learning | Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online. |



© All Rights Reserved

| | | |
|---|---|---|
| | Stopitnow | Resource from The Lucy Faithfull Foundation – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online). |
| | CEOP Education | Provides information, guidance and resources for support for parents and carers, helping them to protect their child(ren) from online sexual abuse. |
| | Parentzone | Provides help for parents and carers on how to keep their children safe Online. |
| | Talking to your child about online sexual harassment: A guide for parents | This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment. |
| | UK CMO commentary on screen time and social media map of reviews - GOV.UK | 2019 UK CMOSs' advice |
| | | |
| **Private Fostering** | Private fostering: local authorities | DfE statutory guidance |
| | | |
| **Radicalisation** | Prevent duty guidance | Home Office guidance |
| | The Prevent duty: safeguarding learners vulnerable to radicalisation | DfE advice |
| | Educate Against Hate Website | DfE and Home Office advice |
| | Prevent for FE and Training | Education and Training Foundation (ETF) |
| | Extremism and Radicalisation Safeguarding Resources | Resources by London Grid for Learning |
| | Manging risk of radicalisation in your education setting | DfE Advice |
| | | |
| **Serious Violence** | Serious violence strategy | Home Office Strategy |
| | Factors linked to serious violence and how these factors | Home Office |



© All Rights Reserved

| | | |
|---|---|---|
| | can be used to identify individuals for intervention | |
| | Youth Endowment Fund | Home Office |
| | Gangs and youth violence: for schools and colleges | Home Office advice |
| | Tackling violence against women and girls strategy- | Home Office strategy |
| | Violence against women and girls: national statement of expectations for victims | Home Office guidance |
| | | |
| **Sexual Harassment and Sexual Violence – Specialist Organisations** | Barnardo's | UK charity caring for and supporting some of the most vulnerable children and young people through their range of services. |
| | Lucy Faithful Foundation | UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline. |
| | Marie Collins Foundation | Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse. |
| | NSPCC | Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse. |
| | Rape Crisis | National charity and the umbrella body for their network of independent member Rape Crisis Centres. |
| | UK Safer Internet Centre<br>Guide and Resources Archive - UK Safer Internet Centre | Provides advice and resources to children, young people, parents, carers and schools about staying safe online. |
| | | |
| **Harmful Sexual Behaviour** | Rape Crisis (England & Wales) or The Survivors Trust | For information, advice, and details of local specialist sexual violence organisations. |



© All Rights Reserved

| | | |
|---|---|---|
| | NICE guidance | Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working |
| | HSB toolkit<br>Shorespace | The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.<br>The Lucy Faithfull Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours. |
| | NSPCC Learning: Protecting children from harmful sexual behaviour<br>and NSPCC - Harmful sexual behaviour framework- | Free and independent advice about HSB. |
| | Contextual Safeguarding Network – Beyond Referrals (Schools) | Provides a school self assessment toolkit and guidance for addressing HSB in schools. |
| | Preventing harmful sexual behaviour in children - Stop It Now | Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline. |
| **Support for Victims** | Anti-Bullying Alliance | Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines |



© All Rights Reserved

| | | |
|---|---|---|
| | | and websites for further support. |
| | Rape Crisis | Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence. |
| | The Survivors Trust | UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse. |
| | Victim Support | Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was. |
| | Childline | Provides free and confidential advice for children and young people. |
| | | |
| **Toolkits** | NSPCC | Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children. |
| | NSPCC | Resources which help adults respond to children disclosing abuse. |
| | NSPCC - Harmful sexual behaviour framework | NSPCC also provide free and independent advice about HSB. |
| | Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire. | Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse. |
| | Contextual Safeguarding Network | Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools. |
| | Childnet - STAR SEND Toolkit | Equips, enables and empowers educators with the |



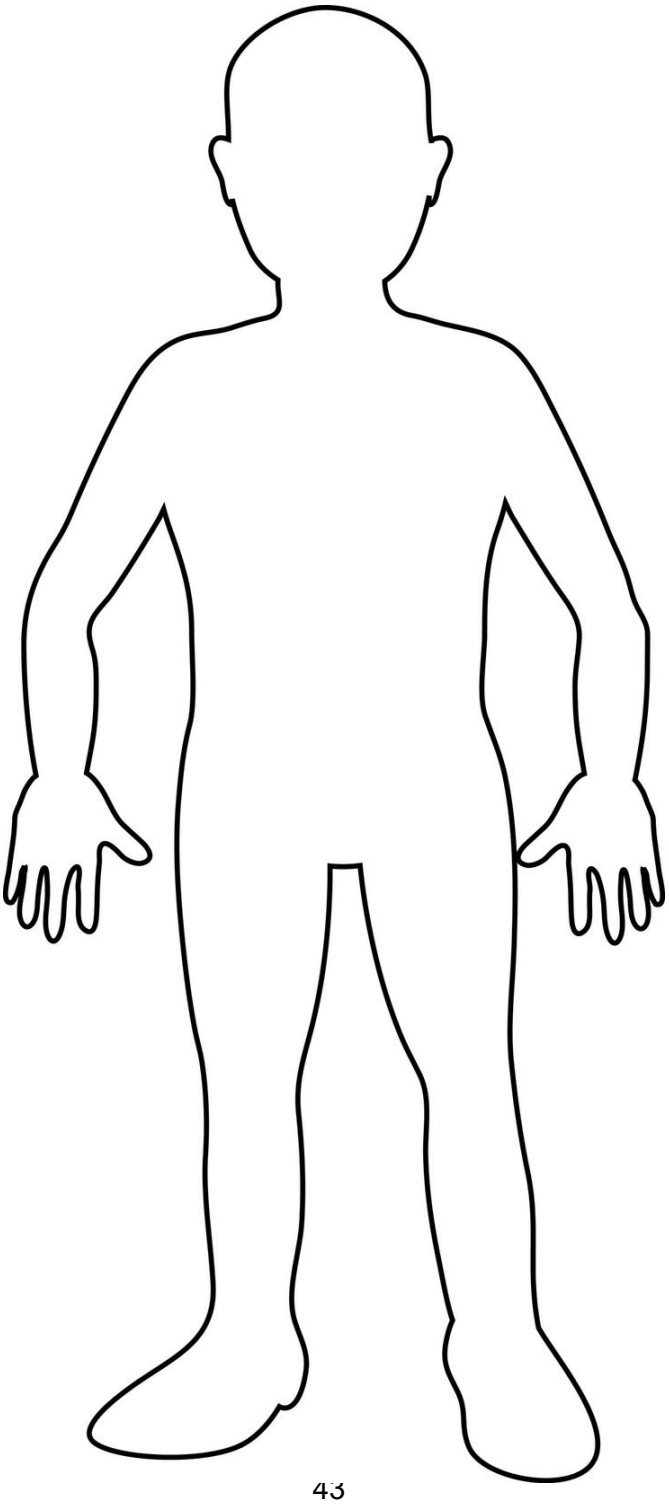
© All Rights Reserved

| | | |
|---|---|---|
| | | knowledge to support young people with special educational needs and disabilities (SEND). |
| | Childnet - Just a joke? | Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds. |
| | Childnet - Step Up, Speak Up | A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old. |
| | NSPCC - Harmful sexual behaviour framework | An evidence-informed framework for children and young people displaying HSB. |
| | Addressing child on child abuse: a resource for schools and colleges – Farrer & Co | This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse. |
| **Sharing Nudes & Semi-Nudes** | London Grid for Learning- collection of advice | Various information and resources dealing with the sharing of nudes and semi-nudes. |
| | UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people | Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes. |
| | | |
| **Support for Parents/Carers** | National Crime Agency's CEOP CEOP Education Programme | Provides information for parents and carers to help protect their child from online child sexual abuse, including #AskTheAwkward - help to talk with your children about online relationships (thinkuknow.co.uk) – Guidance on how to talk to their children about online relationships. |

© All Rights Reserved

# Appendix 2

# (Signs & Symptoms of Abuse/Harm & Body Map)





© All Rights Reserved

*Children may not always disclose abuse directly, staff must stay alert to these signs:*

- Sudden or unexplained changes in behaviour or personality
- Becoming withdrawn from peers or adults
- Appearing anxious, fearful, or overly vigilant
- Unusually aggressive or confrontational behaviour
- Limited social interaction or friendships
- Poor attachment or strained relationship with a parent or carer
- Age-inappropriate knowledge of adult relationships or issues
- Regularly going missing or attempting to run away
- Consistently choosing clothing that conceals the body—even in warm weather

***Educational Context Consideration:***

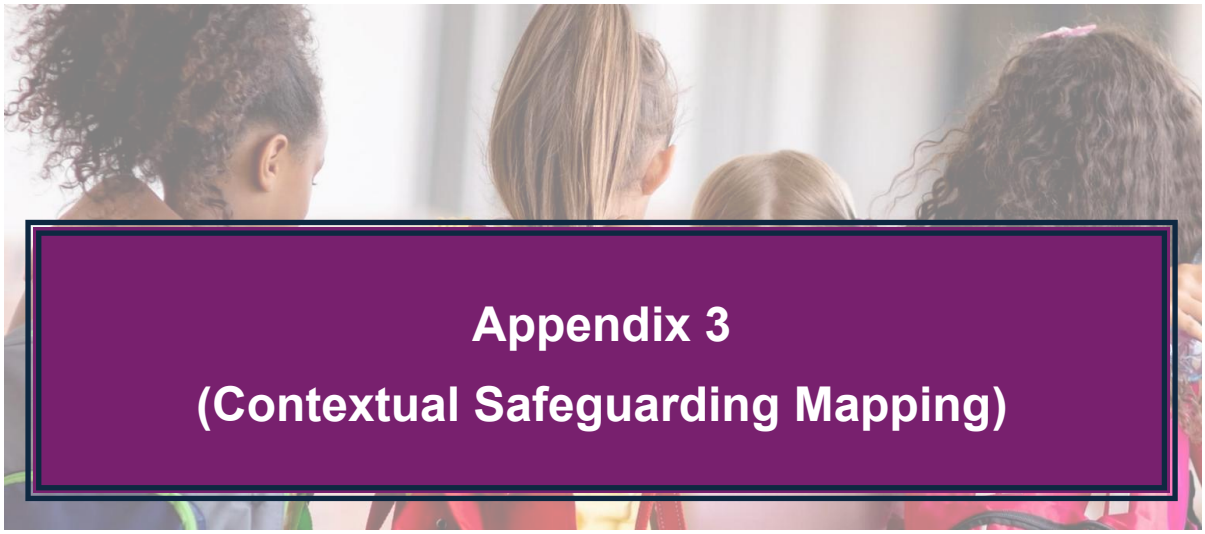
Staff should consider the **child's lived experience** and **school context**. Is the change happening in tandem with attendance issues, family stressors, or peer conflict?

***Remember:***

These indicators do not confirm abuse on their own. Use your professional judgement, document concerns accurately, and follow school's safeguarding procedures.



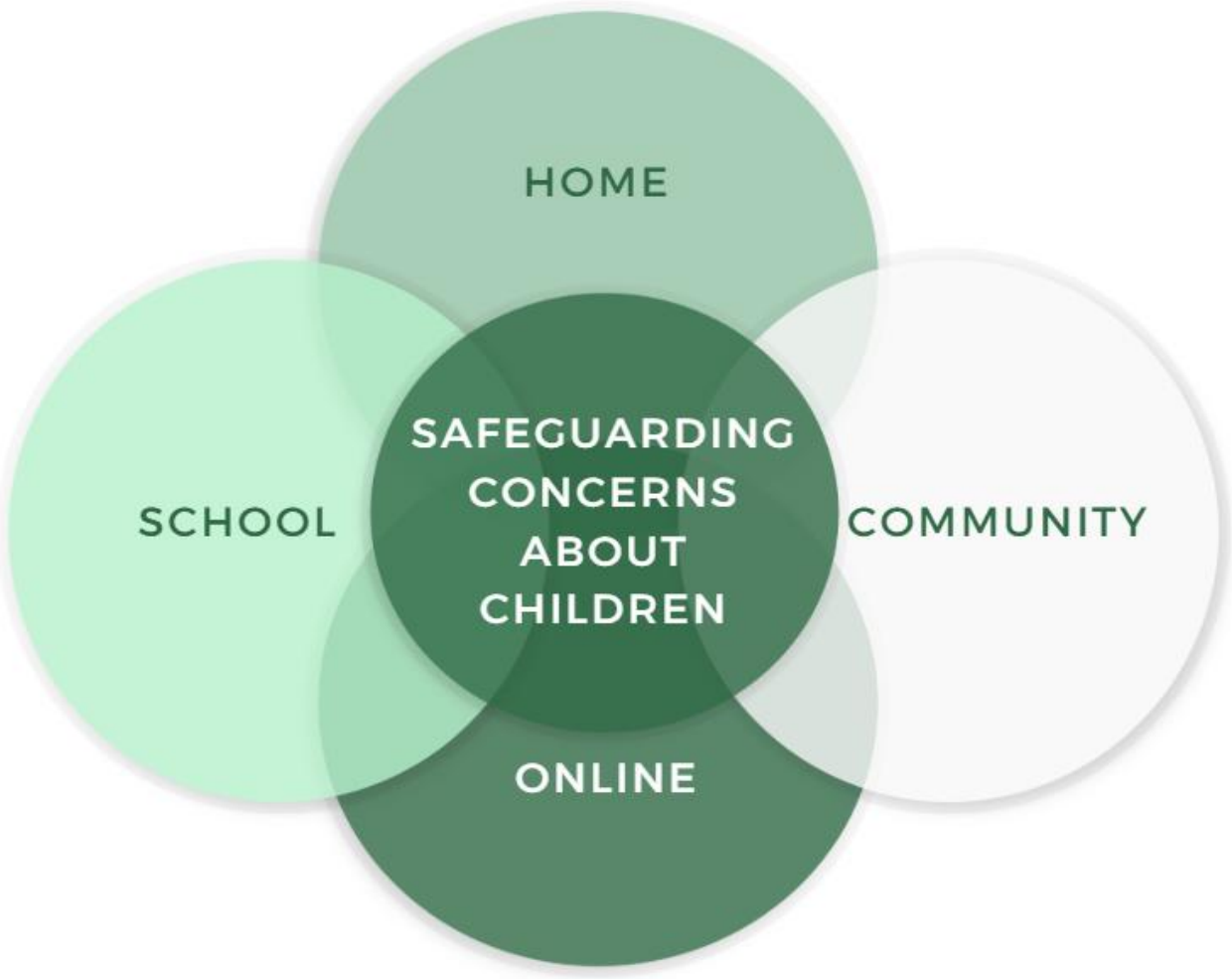
© All Rights Reserved



# Appendix 3
# (Contextual Safeguarding Mapping)

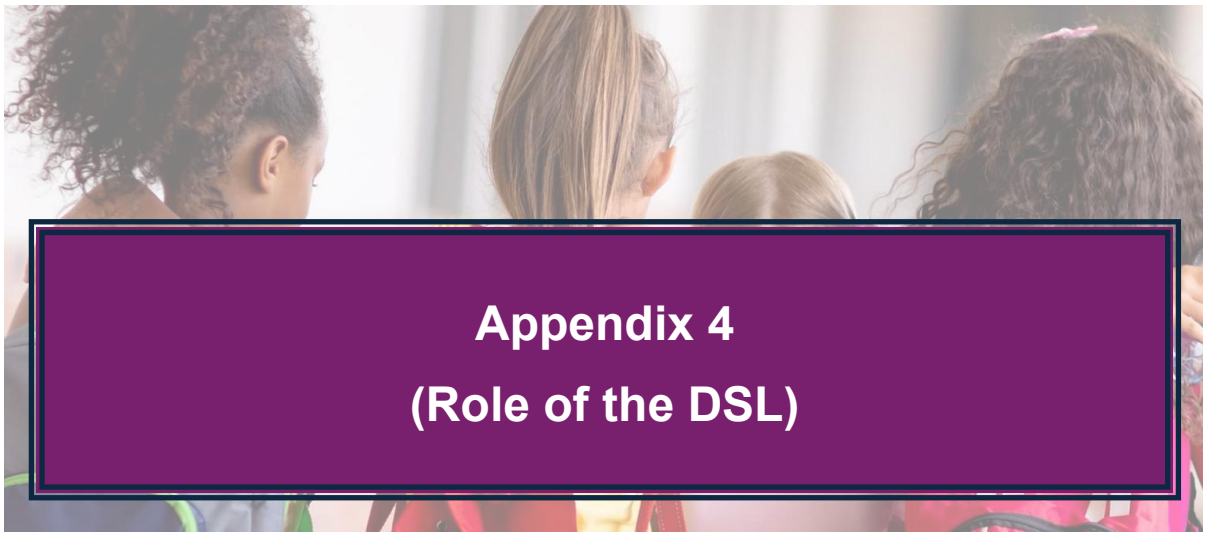
Suggestion for use:

Consider the safeguarding concerns you have regarding the child in the centre circle and then move across the other circles, considering the context the child lives in. For example, where the centre circle and school overlap you may have a concern about the child's behaviour in school which overlaps both circles.






© All Rights Reserved



# Appendix 4
# (Role of the DSL)

## Availability

During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or Deputy) will be available in person or in exceptional circumstances, availability may be by phone, Microsoft Teams or other means.

At Bernard Gilpin Primary School we will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities/DSL illness/leave/other circumstances.

These will be shared with all required stakeholders

## Manage Referrals

The Designated Safeguarding Lead is expected to refer cases:

- Of suspected abuse to the Integrated Contact and Referral Team and support staff who make referrals to the Integrated Contact and Referral Team.
- To the Channel Programme where there is a radicalisation concern as required and support staff who make referrals to the Channel Programme.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Where a crime may have been committed to the police as required.

## Work With Others

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners (Sunderland Safeguarding Children Partnership).



© All Rights Reserved

- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019).
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations, the Chair of Governors or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority, for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Ensure that we know the cohort of children, who have or have had, a Social Worker and understand their academic progress and attainment and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a Social Worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

## Information Sharing and Managing the Child Protection File

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Information will be kept confidential and stored securely. Good practice is to keep concerns and referrals in a separate child protection file for each child.



© All Rights Reserved

Safeguarding records will be clear, factual and distinguish between observed concerns, professional opinion and historic information.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

The Designated Safeguarding Lead will ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.

Arrangements are in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points including in-year moves.

Where children leave school (including in-year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. Where child protection files are transferred, school will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs including distinguishing between current risk and historic information, particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. Receiving schools and colleges will ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required and review the information. The DSL will consider what information should be shared with other relevant staff and when it should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## Raising Awareness

The Designated Safeguarding Lead will:

- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Governing Bodies regarding this.



© All Rights Reserved

- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding and
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker, are experiencing with teachers and school leadership staff.

## Training, Knowledge and Skills

The Designated Safeguarding Lead (and any Deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The Designated Safeguarding Lead (and Deputies) will also undertake Prevent Awareness Training. This training will provide Designated Safeguarding Leads with a good understanding of their own role, how to identify, understand and respond to specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly Local Authority children's social care, so they:

- Understand the assessment process for providing Family Help and statutory intervention, including local criteria for action and Local Authority children's social care (Together for Children) referral arrangements.
- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to Local Authority children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and with the safeguarding partners (Sunderland Safeguarding Children Partnership), other agencies, organisations and practitioners.



© All Rights Reserved

- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of becoming terrorists or supporting terrorism.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

## Providing Support to Staff

Training will support the Designated Safeguarding Lead (and deputies) in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals process;
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

## Understanding the Views of Children

It is important that children feel heard and understood. Therefore, Designated Safeguarding Leads will be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them;
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.



© All Rights Reserved

## Holding and Sharing Information

Designated Safeguarding Leads (and deputies) are equipped to:

- Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the PREVENT program etc.

**In addition, Helen Hogan: Safeguarding Matters also recommends that DSLs:**

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and Child-on-Child Abuse Policy and the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and whistleblowing) Policy, especially new or part-time staff who may work with different establishments.

- Share all relevant safeguarding information with EVC's and staff providing education for children away from the school site on school trips, residentials, alternative provisions and PRU's.

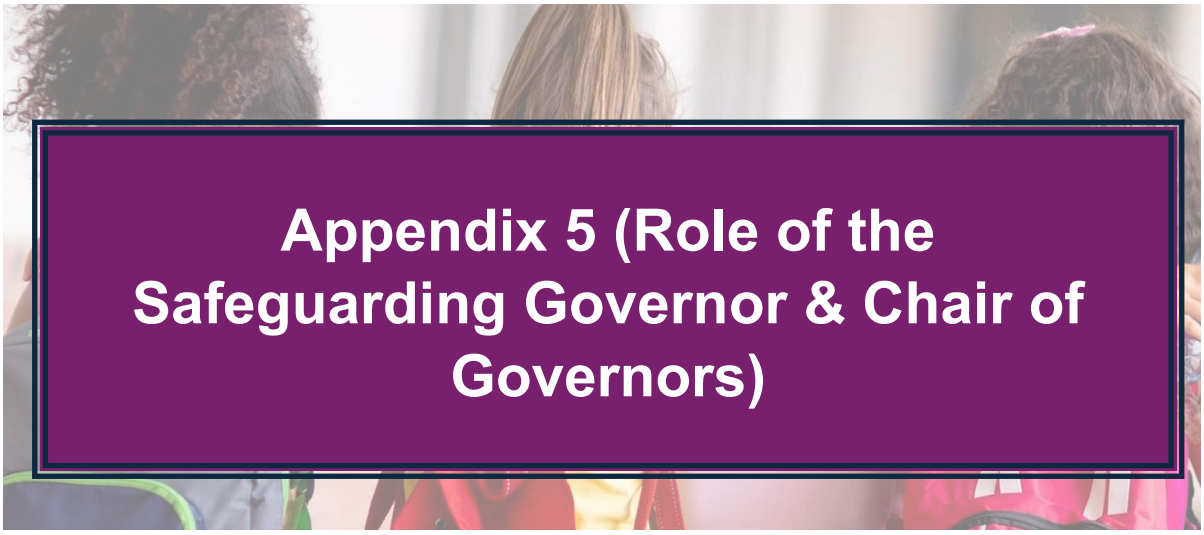
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads/Deputies and is a well embedded process in school, that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.

- Ensure that a whole school policy for induction is in place for all new starters including members of the workforce and volunteers.

- Ensure a whole school policy about managing behaviour effectively is in place to ensure a good and safe educational environment for all children. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and provide a safe educational environment for all children. This policy includes bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils. This policy will additionally include the use of restrictive interventions that may include reasonable force. There are circumstances when



© All Rights Reserved



# Appendix 5 (Role of the Safeguarding Governor & Chair of Governors)

it is appropriate for staff in schools to use restrictive interventions to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools we will consider the risks carefully recognise the additional vulnerability of these groups. We will also consider the duties under the Human Rights Act 1998, in relation to making reasonable adjustments, non-discrimination and the Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils, is in place, as a stand-alone policy but also covered in the Behaviour Policy.

- Ensure that an effective Record-Keeping Policy is in place. This details the school's procedures for recording information including use of **CPOMS** what data will be recorded and for what purposes, who in school will have access to this information, how it will be shared and transferred and the school's retention schedule.

- Inform Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols and of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more (including consideration of home educated children).



© All Rights Reserved

The Role of the Safeguarding Governor is to:

- Ensure that the allocation of time, funding and resources is sufficient to meet the current safeguarding/child protection activity in school and challenge and test its effectiveness.
- Ensure that safeguarding arrangements are audited fully (including the regular DSL report to Governors) and accurately, and any action to progress areas of weakness or development occurs.
- Ensure that the Governing Body receive training to clarify their statutory role in keeping children safe.
- Ensure that the Governing Body are aware of their Local Safeguarding Children Partnership arrangements and ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2026.

The Role of the Chair of Governors:

In Bernard Gilpin Primary School, the Chair (if they are not the Safeguarding Lead Governor) holds these additional responsibilities:

- Ensure that they liaise with Together for Children, operating on behalf of the Local Authority, and/or partner agencies on issues of child protection.
- Ensure that any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) or the Headteacher is reported directly to the Designated Officer (DO). Therefore, effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors will also ensure that this training is integrated, aligned and considered as part of Bernard Gilpin Primary School's safeguarding approach and culture of vigilance.
- Ensure that the school has appropriate filtering and monitoring systems in place (including the reviewing and recording of its effectiveness on an annual basis) to limit children's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This also means confirming that staff, pupils and visitors to the school site follow Bernard



© All Rights Reserved

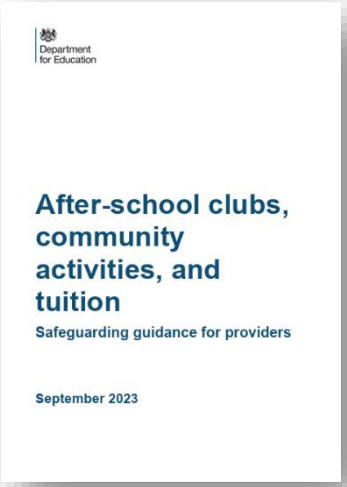
Gilpin Primary School's Online Safety/Mobile and Smart Technology/Acceptable Use Policy and Artificial Intelligence Policy (which reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (ie., 3G, 4G and 5G). Governors will also ensure that this is regularly reviewed, and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).

- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary) which includes from September 2026 (mental health and well-being inclusive of suicide, online harms including misogyny and AI deepfakes, personal safety, relationship and consent and inclusion and equality) and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after/cared for/kinship care children, including working with the Together for Children virtual school Headteacher and decision making on the use of pupil premium funding.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.



© All Rights Reserved

- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that Bernard Gilpin Primary School's premises are rented or hired to organisations or individuals that have appropriate safeguarding and child protection policies and procedures in place to keep children safe and that appropriate liaison occurs between organisations and school on any safeguarding matters. 'After-school clubs, community activities, and tuition' details the safeguarding arrangements that schools and college will expect these providers to have in place.


Department for Education

After-school clubs, community activities, and tuition

Safeguarding guidance for providers

September 2023

- Ensure that that the school understands that the 'safeguarding of children and individuals at risk' is a processing condition that allows, where appropriate, practitioners to share special category personal data without the need for consent.



© All Rights Reserved