



Safeguarding and Child Protection Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Introduction

The Positive Impact Primary Academy recognises and takes seriously its responsibility to safeguard and promote the welfare of children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are committed to working together with other agencies to ensure adequate arrangements are in place to identify, assess, and support those children who are suffering harm. We recognise that all adults within the Positive Impact Group have a full and active part to play in protecting and safeguarding the children in our care, and that the pupils' welfare is our paramount concern.

Safeguarding and Child Protection Key Personnel	
Director	James Armson james.armson@positive-impactuk.com
Head of Primary, Designated Safeguarding Lead and SENDCo	Amelia Goodhew amelia.goodhew@positive-impactuk.com
Deputy Designated Safeguarding Lead and LAC Teacher	Gemma Lish gemma.lish@positive-impactuk.com
Local Authority Designated Officer (LADO)	lado@warwickshire.gov.uk 01926745376
Local Authority Children's Services (Family Connect)	triagehub@warwickshire.gov.uk 01926414144
Prevent Officer at Warwickshire County Council	geoffthomas@warwickshire.gov.uk
Warwickshire Safeguarding Children Partnership	wscp@warwickshire.gov.uk 01926746982

Policy Aims

- To provide all staff with the necessary information and standards to enable them to meet their safeguarding and child protection responsibilities.
- To effectively apply consistent good practice through training, auditing, and development.
- To demonstrate the Positive Impact Primary Academy's commitment with regard to safeguarding and child protection to pupils, parents, and other partners.
- To contribute to The Positive Impact Primary Academy's safeguarding portfolio.

We will therefore ensure the following arrangements are in place to safeguard and promote the welfare of children:

- **Prevention**

We will create an ethos and culture where all students feel secure and able to build trusted relationships with staff. Children will be encouraged to talk and feel confident that they will be listened to. Staff and volunteers will be trained regularly to understand their responsibilities to recognise and report safeguarding or child protection concerns. This includes maintaining professional curiosity and understanding that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or may not recognise their experiences as harmful. Students are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum.

- **Protection**

We will ensure that each member of staff, governor and other visitors involved in regulated activity with students has undergone a thorough safer recruitment process and is sufficiently trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns.

- **Support**

We will provide structured systems of support for all students and appoint appropriately qualified and experienced staff (DSLs and DDSs) to provide advice, training and support around safeguarding concerns.

- **Working with Parents and External Agencies**

We will work closely with parents to ensure appropriate communications and actions are undertaken. We will develop and maintain links with relevant external agencies in all matters relating to safeguarding and child protection. All schools assess the risks and issues in the wider community as part of the safeguarding curriculum.

- **Commitment**

We expect everyone to share this commitment, creating a culture of vigilance.

Positive Impact Primary Academy commits to acting in accordance with Keeping Children Safe in Education. This policy does not aim to replicate the guidance in full. Therefore, the policy should be read in conjunction with at least Part One and Annex B of Keeping Children Safe in Education (2025).

Whilst the policy primarily focuses on the safeguarding of children, it also references the action to be taken if any member of the school community becomes concerned about the safety or welfare of an adult at risk, aged 18 or over.

The Positive Impact Academy Recognises That

- The safety and welfare of a student is always of paramount consideration, and we will work together with parents, carers and other agencies to safeguard and promote the welfare of the child.
- All children, regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation, have the right to be protected from ill treatment and neglect and to experience a good standard of care.
- All children have the right to be heard, and that the wishes and feelings of the child should be sought and influence the decision-making.
- All incidents and allegations of suspicious or poor practice or abuse will be taken seriously, listened to and responded to appropriately. This includes allegations raised through the whistleblowing procedures.
- There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within the school.
- Safeguarding is everyone's responsibility.

Positive Impact Primary Academy Expects

- Everyone should be alert to signs of abuse, neglect and exploitation and to follow procedures to ensure that children receive effective support and protection.

- Everyone knows to whom they should report any concerns or suspicions.
- Everyone is committed to creating a culture of safety that minimises the opportunity for any kind of abuse (including all forms of child-on-child abuse) through training, education and robust response procedures.
- We have procedures (of which all staff and visitors are aware) for handling suspected abuse of students, including procedures to be followed if a member of staff is accused of abuse or suspected of abuse.
- A Designated Safeguarding Lead (DSL) and any Deputy Designated Safeguarding Leads (DDSLs) have responsibility for co-ordinating action within the setting and liaising with other agencies. They must develop expertise and skills to be the most appropriate person to advise on the response to safeguarding concerns.

We commit to working in partnership with the Warwickshire County Council Safeguarding Partnership (WS) and will follow their guidance and implement their systems and protocols for referring families for early help and reporting child protection concerns. The school is committed to developing effective working practice with locality support networks and agencies. DSLs will ensure that all staff and governors are aware of issues and systems for reporting and will provide local safeguarding updates, as signposted by Warwickshire Safeguarding and partners.

This policy is applicable to all on- and off-site activities undertaken by pupils whilst they are in the responsibility of the setting; Positive Impact Primary Academy is committed to anti-discriminatory practice and recognises children's diverse circumstances. Some children are at an increased risk of abuse, and additional barriers can exist for some children to recognise or disclose abuse. We ensure that all children have the same protection, regardless of any barriers they may face.

Legislation and Statutory Guidance

Statutory Guidance

- Keeping Children Safe in Education (KCSiE) (2025)
- Working Together to Safeguard Children (2023)
- Multi-agency statutory guidance on female genital mutilation (2020)
- Early Years Foundation Stage (2025)
- Teachers' Standards July (2021)

Legislation

- The Children Act 1989 and The Children Act (2004)
- Section 5B (11) of the Female Genital Mutilation Act (2003), as inserted by section 74 of the Serious Crime Act (2015)
- The Rehabilitation of Offenders Act (1974)
- Safeguarding Vulnerable Groups Act (2006)
- Counterterrorism and Security Act (2015) (and the Prevent Duty guidance)
- The Education Act (2002)
- Education (Independent Academy Standards) (England) Regulations (2014)
- The Academy Staffing (England) Regulations (2009)
- Part 1 of the schedule to the Non-Maintained Special Academies (England) Regulations (2015)
- The Equality Act (2010)
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)
- The Childcare (Act 2006)
- Public Sector Equality Duty (2012)
- Care Act (2014)
- Mental Capacity Act (2005)

The school has regard to the following guidance and reviews relating to safeguarding:

- [Working Together to Safeguard Children DfE \(December 2023\)](#)
- [Keeping Children Safe in Education DfE \(2025\)](#)
- [Working Together to Improve School Attendance, DfE \(August 2024\)](#)
- [Guidance for Safer Working Practices for Adults Who Work with Children and Young People in Education Settings \(Feb 2022\)](#)
- [What To Do If You're Worried a Child is Being Abused DfE \(March 2015\)](#)
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services DfE \(May 2024\)](#)
- [The Prevent Duty: Departmental Advice for Schools and Childcare Providers DfE \(September 2023\)](#)
- [The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation \(Updated March 2024\)](#)
- [Mandatory Reporting of Female Genital Mutilation: Procedural Information Home Office \(January 2020\)](#)
- [Multi-Agency Practice Principles for Responding to Child Exploitation and Extra-Familial Harm](#)
- [Child Sexual Exploitation: Guide for Practitioners DfE \(February 2017\)](#)

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- [Teaching Online Safety in School DfE \(January 2023\)](#)
 - [Mental Health and Behaviour in Schools DfE \(November 2018\)](#)
 - [Data Protection: Toolkit for Schools DfE \(Updated June 2025\)](#)
 - [Promoting the Education of Children with a Social Worker and Children in Kinship Care \(Updated July 2025 to include Virtual School\)](#)
 - [Preventing Youth Violence and Gang Involvement](#)
 - [Criminal Exploitation of Children and Vulnerable Adults: County Lines](#)
 - [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(Updated 2025\)](#)
 - [Domestic Abuse Act 2021 Statutory Guidance \(Home Office April 2023\)](#)

Guidance from Warwickshire Safeguarding:

- www.safeguardingwarwickshire.co.uk
- [Early Help](#)
- [Families First for Children – Child Friendly Warwickshire](#)

Safeguarding Information for All Staff

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

Safeguarding and promoting the welfare of children is defined in KCSiE (2025) as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

For the purposes of this policy, the term 'safeguarding' refers to everything our setting does to keep children safe and promote their welfare, including, but not limited to:

- Supporting students' health, safety and well-being, including their mental health.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Providing educational visits.
- Ensuring intimate care and emotional wellbeing needs are met.
- Maintaining a focus on online safety and associated issues.
- Ensuring appropriate arrangements are in place to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and radicalisation.
- Ensuring effective child protection procedures are in place and understood.
- Working with partner services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help/support when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to Child in Need or Child Protection plans.

Child Protection is defined as the activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

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

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

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

Roles and Responsibilities

The Director, James Armson, has overall responsibility for the internal strategic management of a whole school approach to safeguarding and the policy within the Positive Impact Group's settings.

The Designated Safeguarding Leads and the Deputy Designated Persons have undertaken the appropriate training required by this role. The names of the Designated Safeguarding Leads and other members of staff responsible for Child Protection will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

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

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

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

A Local Safeguarding Children Board/Local Safeguarding Partnership (LSCB/LSP) brings together organisations responsible for Safeguarding and agrees on how they will cooperate with one another to safeguard and promote the welfare of children. The main responsibilities of the LSCB/LSP are to coordinate and quality assure the safeguarding children activities of member agencies.

The Designated Safeguarding Lead (DSL) and Deputy Designated Person (DDP)

The Designated Safeguarding Lead holds ultimate responsibility for Child Protection and Safeguarding in the setting and:

- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duties.
- Provide oversight, support and challenge to DDSLs.
- Act as a point of contact with the safeguarding partners and engage fully with requests for information (e.g., Section 175 audit).
- Be aware of and up to date with the latest national and local guidance and requirements, ensuring this is shared with all key personnel.
- Advice on the response to safeguarding concerns, ensuring that all safeguarding concerns raised by staff are properly assessed, categorised, actioned and resolved, and ensuring that decisions and rationales are clearly recorded.
- liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children' (2023).
- Be aware of the requirement for children to have an Appropriate Adult and follow the procedures outlined in Searching, Screening, and Confiscation 2022.
- Identify if children may benefit from Early Support.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff who make a referral to Channel.
- Support the head with regard to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation.
- Refer cases to the police where a crime may have been committed, with reference to When to call the police NPCC; be available during school hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available.
- Undertake training to equip them with the skills to carry out the role and update this every two years.
- Maintain a forensic understanding of safeguarding data, including data relating to child-on-child abuse.

- Ensure all staff who work directly with children have read and understood Part 1 and Annex B of KCSiE (2025).
- Ensure all staff who do not work directly with children have read either Part 1 or Annex A (as appropriate) of KCSiE (2025).
- Update their knowledge and skills regularly and keep up with any developments relevant to their role.
- Provide staff in the school with the knowledge, skills and support required to safeguard children.
- Ensure that all school staff and those working with the school receive initial training and appropriate regular update training via whole staff training or bulletins on safeguarding, including how to recognise the signs and symptoms of abuse. This includes provision of training on how to report a safeguarding concern through the IRIS Adapt.
- Ensure that all staff can demonstrate an understanding of child abuse, neglect and exploitation and their main indicators, including for children in care (looked after children). Staff can also demonstrate an understanding of wider safeguarding issues (details in Annex B of KCSiE) and the additional vulnerabilities of children with special educational needs and disabilities or those who identify as gender questioning.
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns, and take overall responsibility for safeguarding and child protection files.
- Take responsibility for the transfer of safeguarding files when a child leaves their school, adhering to KCSiE's five school day transfer limit.
- Monitor school mobility, and in particular take responsibility for ensuring that those children removed from the school are removed in adherence with LA guidance, ensuring that all reasonable steps are taken to ensure that the child is safe.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings.
- Ensure that parents and carers are informed of the safeguarding procedures by a statement in the school's prospectus, access to the policy and procedures on the school website and reminders via newsletters.
- Work closely with other relevant education professionals (e.g., SENCo, Virtual Schools Head) to ensure children with additional vulnerabilities are safeguarded (including engagement to facilitate Para 199 of KCSiE 2025, allowing the virtual head to promote educational achievement of children in kinship care).

- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school's leadership team.
- Promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child.
- Meet regularly with relevant staff to share information about emerging trends and ensure that the safeguarding curriculum is meeting the needs of students.
- Meet regularly with the Director to ensure that safe recruitment practices are in place and effective, including checking that the School's Single Central Record is maintained in line with statutory guidance.

In the absence of the DSL, the Deputy Designated Person will carry out the role as outlined above.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Family Connect immediately. Anyone can make a referral.

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

Good Practice Guidelines for All Staff

All staff play a particularly important role because they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff:

- have a responsibility to provide a safe environment, where children can learn.
- will be made aware of and should be clear on the school's policy and procedures with regard to safeguarding and child-on-child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- will complete mandatory training provided by the school so that they know and understand: how to identify indicators of neglect, harm and abuse and the behaviours associated with these risks; what to do if a child discloses information which is a safeguarding concern (including FGM); what safeguarding systems are

in place within the school, including the use of IRIS for recording concerns, decisions, actions, and outcomes.

- must be aware of who the DSLs and DDSs in the safeguarding team are.
- are responsible for ensuring that they have read and understood key policies such as the Safeguarding and Child Protection Policy, the Code of Conduct Policy, the Behaviour Policy, and how to respond to children who are absent from education, particularly on repeat occasions and/or prolonged periods. Staff should also be aware of the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). Staff must also regularly familiarise themselves with the key information contained in Annex B of KCSIE 2025 in conjunction with this policy.
- should be prepared to make referrals to the Family Connect if they are concerned that a child is suffering, or likely to suffer, significant harm and understand the role that they may be expected to play in social care assessments.
- will be encouraged to contribute to the development of safeguarding policy and practice.

All staff who work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of KCSIE annually and will receive ongoing training to maintain knowledge and skills, including safeguarding roles and responsibilities. Staff who do not work directly with children will be provided with a copy of Part 1 of KCSIE (2025) and must read this document. In either case, all members of staff must sign a declaration confirming they have done this.

Please also refer to The Positive Impact Academy's Code of Conduct for all staff and volunteers.

Abuse of Trust

All The Positive Impact Primary Academy staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of The Positive

Impact Primary Academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The Positive Impact Academy's Staff Behaviour (Code of Conduct) sets out our expectations of staff and is signed by all staff members.

Definitions and Guidance

Different Forms of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment on others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect:

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in, a child.
- **Emotional abuse** is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate caretakers; 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.

Child-on-Child Sexual Violence and Sexual Harassment

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

policies provide the platform for staff and students to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse, i.e. that it is more likely that girls will be victims and boys perpetrators. Schools should recognise the impact of sexual violence and the fact that children/young people can, and sometimes do, abuse their peers in this way.

As an alternative education provider:

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

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

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

Child-on-Child Sexual Violence and Sexual Harassment

Sexual violence reports from children are important. A culture of vigilance, of being proactive and a zero-tolerance approach ensures that children are confident to report concerns. Victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them. Staff must inform the DSL (or Deputy) as soon as practically possible if the DSL (or Deputy) is not involved in the initial report. The DSL (or Deputy) will manage the report in line with current guidance in KCSIE. When taking down details of any harassment, the staff member devotes their full attention to the child and listens to what they are saying. All children are reassured, supported and taken seriously; they are never made to feel ashamed. When making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note-taking. Nevertheless, it is essential that a written record is made.

Confidentiality

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

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

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

Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

Risk Assessments

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

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

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

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual

activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc., without a plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently absent or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning the use of the internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

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

- Having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories); and

- sexual identity.

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

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

Some of the following signs may be indicators of CCE:

- Wearing new clothes, having money, mobile phones, etc., without a reasonable excuse;
- gang association or isolation from friends, different friends/social network;
- exclusion or periods of absence from school;
- going missing from home/care without explanations;
- receiving lots of texts or calls. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk, but if there are two or more indicators present, this could signal a risk to the child or young person. It should be noted

that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

For more information on the warning signs in relation to FGM, please visit the government advice link:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

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

In addition to FGM, the African practice of “ironing” a girl’s chest with a hot stone to delay breast formation is spreading in the UK. This is a practice whereby mothers, aunties or grandmothers use a hot stone to massage across the breast repeatedly in order to “break the tissue” and slow its growth. The perpetrators, usually mothers, consider it a traditional measure which protects girls from unwanted male attention, sexual harassment and rape. Medical experts and victims regard it as child abuse, which could lead to physical and psychological scars, infections, inability to breastfeed, deformities and breast cancer.

Mental Health

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

Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the DSL or a Deputy.

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

Radicalisation

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

From 1 July 2015, all schools are subject to section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

It is possible to prevent vulnerable people from being radicalised during this process. However, there is no single way of identifying those individuals who are vulnerable. Radicalisation can occur in many different ways, including specific background factors or specific influences such as family and friends. Social media and the internet are also major factors in the radicalisation of young people. Risk Assessment requires a general understanding of the risks affecting children and young people in the community and how to identify individual children who may be at risk of radicalisation.

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

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

For more information on this guidance, please visit the government advice link below:
<https://www.gov.uk/government/publications/channelguidanceple>

Absent from Education

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

A child absent from education is a potential indicator of abuse, neglect or exploitation. Where a child has been absent from school with no explanation for 2 days, a home visit should be made to ensure the child's wellbeing. The DSL will monitor unauthorised absence, particularly where children are absent on repeated occasions. Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to your local Councils Children Missing Education (CME) Service. Home visits will be conducted when appropriate.

Reasonable steps may include:

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

Illegal Drugs

When there is evidence or reasonable cause to believe that a young person is using illegal drugs, appropriate action and support will be taken.

Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers.

Youth Produced Sexual Imagery (Sexting)

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

Youth-produced sexual imagery refers to both images and videos where:

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

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

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if

there is concern that a young person has been harmed or is at risk of harm, a referral should be made to Children's Social Care or the Police as appropriate.

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

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

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

In applying judgment, the DSL will consider if:

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

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

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

Online Safety

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

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

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

Schools are aware that the balance needs to be struck between 'overblocking' sites and hence limiting access to needed information, and the safeguarding of children from unsafe information. The Director ensures that appropriate filters and monitoring systems are in place and that staff review their effectiveness. The School has an online safety policy which explains how we try to keep pupils safe online in school and at home, and how we respond to online safety incidents. Staff take online training to combat cyberbullying and internet safety. The school has appropriate filters and monitoring systems in place, however the school is aware that "over-blocking" does not lead to

unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training, which is regularly updated. Risk Assessments are carried out annually alongside the policy review.

Forced Marriage

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

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

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

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

Honour-Based Abuse

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

- Become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of an arranged marriage.

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

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

Private Fostering Arrangements

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

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

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

Children with Family Members in Prison

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

Gangs, Organised Crime and County Lines

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

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

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

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

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

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

Up Skirting

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

Serious Violence

Signs of serious violence may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Children and the Court System

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

Domestic Abuse

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

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

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

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

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

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

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

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

Safeguarding and Child Protection Procedures

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

Indicators of Abuse and What You Might See

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser

has threatened further violence or trauma. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people, which facilitate communication.

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

- have bruises
- bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or others' safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour, like from quiet to aggressive, or happy to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, of which staff need to be aware. Disability and special educational needs and disabilities may be more prone to being persistently absent from education, being involved in 'honour-based' abuse, having a parent in prison or being

involved in county lines. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

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

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

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

Recognising and Responding to Abuse

If a member of staff, parent or member of the public is concerned about the safety or welfare of a child, they should report it to the DSL as soon as possible. If the DSL is not available, it should be reported to the deputy safeguarding lead/s immediately. If, in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care, Family Connect.

Although any member of staff can make a referral to children's social care, Family Connect, where possible, there should be a conversation with the DSL. All staff must follow the procedures set out below in the event of a safeguarding issue.

All staff will be alert to indicators of abuse, including child-on-child, online abuse, and exploitation, and will report any of the following to the Designated Safeguarding Lead immediately:

- any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories;
- any significant changes in attendance or punctuality;
- any significant changes in a child's presentation;
- any indicators that a child may be experiencing child-on-child abuse;
- any concerns relating to people who may pose a risk of harm to a child; and/or
- any disclosures of abuse that children have made.

More information about our approach to child-on-child abuse (including sexual violence and sexual harassment) can be found in specific safeguarding issues, please see Part One, Part Five and Annex B of KCSIE 2025.

Responding to a Disclosure

When responding to a disclosure from a child, staff will:

- listen to what is being said without displaying shock, disbelief or other emotion;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which might not be possible to keep;
- never promise a child that they will not tell anyone, it may not be in their best interest;
- reassure them that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, only asking questions when necessary to clarify, do not investigate;
- not criticise the alleged perpetrator;
- explain what has to be done next and who has to be told;
- not ask students to write a written record of their disclosure;
- reassure the victim they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting abuse (including sexual violence and sexual harassment), nor should a victim ever be made to feel ashamed for making a report.

Reporting and Recording a Concern

All staff and volunteers receive guidance on the procedures to report safeguarding concerns upon induction and receive regular updates. All concerns should be reported in writing, using IRIS. Records should be created as soon as possible, on the same day and during working hours. Staff should never wait until the next day to complete a safeguarding concern report.

All staff and volunteers will:

- Make a written record, informing the child that you are doing so.
- Pass the information to the DSL and DDSL without delay, either in person (for immediate, priority cases) or through the use of IRIS (for lower-level concerns), depending on the nature of the concern. All reports to the DSL must be followed up in writing through IRIS.

The DSL/DDSL will then:

- Keep a confidential record of all comments, actions, and observations. These records will be filed, kept securely, and access will be restricted to only staff authorised by the DSL or Head.
- Seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or the DDSL will contact the parent in the event of a concern, suspicion or disclosure. However, if the DSL or the DDSL believes that notifying parents could significantly increase the risk to the child or exacerbate the problem, advice will first be sought from Family Connect.
- If the DSL or the DDSL believes that “a child is experiencing or may have already experienced abuse or neglect” or “is at risk of suffering significant harm” either now or in the future, then the school will comply with the procedures of the Local Safeguarding Partnership.

Concerns About Significant Harm or Imminent Danger

Any member of staff who suspects or has evidence of child abuse or is concerned that a child may be at risk of imminent danger must notify the DSL or a DDSL immediately and in

person. A referral must be made if a child may be suffering or at risk of suffering harm. Whilst the DSL or a DDSL should ideally make the referral, anyone can make a referral to children's social care, Family Connect. If anyone other than the DSL makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

Concerns Below the Threshold for Significant Harm and No Imminent Danger

Staff should log concerns on IRIS at the earliest opportunity, providing sufficient information and context for the DSL/DDSL to assess the information. The DSL will decide on the most appropriate course of action and whether the concerns should be referred to Family Connect, using the thresholds guidance Spectrum of Support, published by the local safeguarding partnership. If it is decided to make a referral to children's social care, the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence.

All concerns, discussions and decisions will be recorded in writing. The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes.
- An Early Support Pathway Assessment.
- A referral for statutory services where the child is, or might be, in need, suffering or likely to suffer significant harm.

5.10 Early Help/ Early Support and Vulnerable Children (Note: This process is known nationally as Early Help, but in Warwickshire is referred to as Early Support)

All staff should be prepared to identify children who may benefit from early support. Early Support means providing support as soon as a problem emerges at any point in a child's life. If early support is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate. Staff may be required to support, in some cases, acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

All staff will be made aware of the Early Support process and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues from escalating. This also includes staff monitoring the situation and feeding back to the DSL or DDSL any ongoing/escalating concerns so that consideration can be given to a referral to children's social care if the child's situation does not appear to be improving. We recognise that any child can be the victim of abuse and may benefit from early help. However, we will be particularly vigilant to the potential need for early help if a child:

- 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 (EHCP).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home or care.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a parent or carer in custody, or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.

The DSL will maintain a list of students who the school has identified to be at potential risk, including those with a social worker, and ensure that relevant staff are aware and that these students are monitored closely and supported to achieve the best possible outcomes. This will include children in care (looked after children, or previously looked after children), or those who have special educational needs or disabilities.

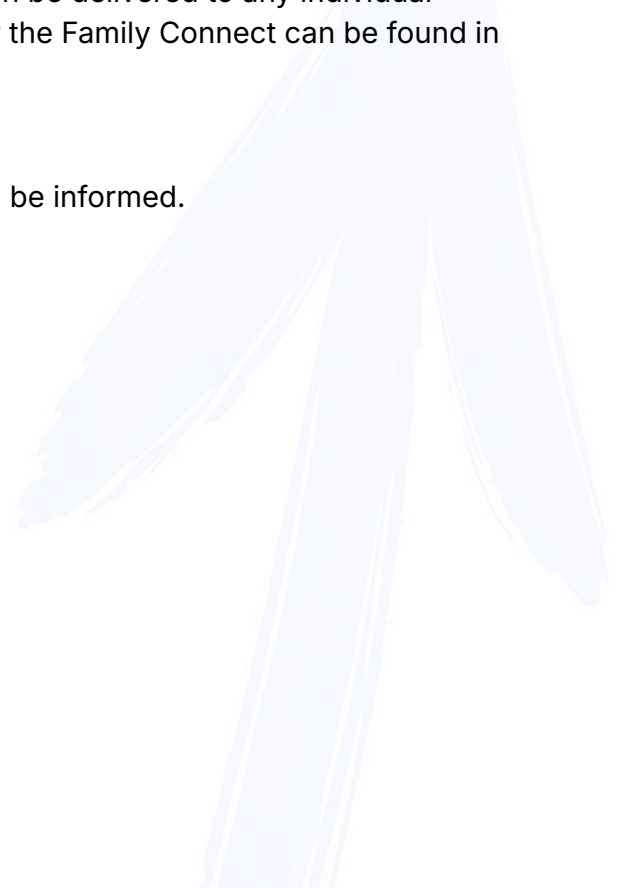
5.11 Referrals

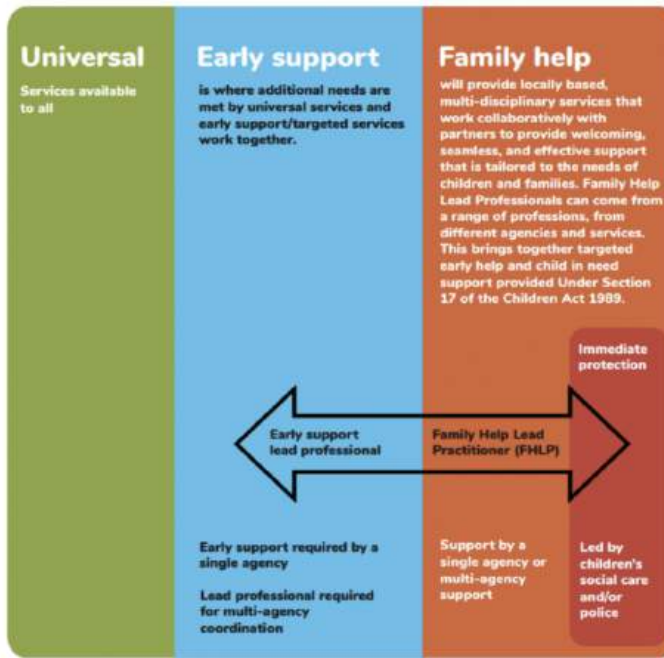
If it is appropriate to refer the case to the local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible. Children's social care assessments should consider where children are being harmed in contexts outside the home, so the school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. The school will be guided by Family Connect as to the appropriate outcome, e.g., complete an Early Help Pathway Assessment or refer to a relevant specialist agency. All Child Protection records, including referrals, will be maintained in a confidential file at the school. The protocols as outlined in the Data Protection Policy must be followed.

The local authority will decide within 1 working day of a referral about what course of action to take and will inform the referrer of the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. All escalations must be recorded on IRIS. The DSL should refer all cases of suspected abuse or neglect to the Family Connect, police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Consent will be required before support can be delivered to any individual through the Channel programme. Contact details for the Family Connect can be found in Section 1 of this policy.

5.12 Trigger Points and Escalation

In the event of serious incidents, the Director should be informed.

A large, light blue arrow graphic is positioned in the bottom right corner of the page, pointing upwards and slightly to the left.



Language we may use to describe need

- Universal
- Thriving
- Community based
- Low level
- Emerging needs
- Primary prevention
- Universal Plus
- Inclusion
- Getting advice
- Secondary prevention
- Additional need
- Early help
- Early support
- Getting help
- Targeted
- Multiple needs
- Family Help
- Complex
- Child in need
- Getting more help
- Statutory
- Specialist
- Acute
- Child protection

Responses to need

Universal

Children and young people are supported by their family and universal services to meet all of their needs. Some examples may include services provided routinely and available to all children and families by schools, nurseries, health providers – including 0-19 Healthy Child Programme, GP, acute trusts, and voluntary and community organisations.

Early Support

Consider initiating an Early Support Assessment plan or requesting a consultation with an Early Support Officer. Both families and professionals (with family consent) can request Early Support advice. Families can also access this support by asking a community professional for assistance.

Family Connect

Family Connect is a team of multi-disciplinary workers who have received training to coach and empower workers in responding to concerns about a child's welfare. Their goal is to provide the right support to children and families from the outset. By discussing concerns and solutions with professionals, we can collaborate more effectively and ensure families receive the appropriate support.

Supporting Children: Opportunities to Teach Safeguarding

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

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

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

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

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

Our setting will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of school life, including through the planned curriculum.
- Promoting a caring, safe and positive environment within the school by vigilance and explicitly promoting children's welfare.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include regular consultation with children, e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad playtimes.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Services as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up-to-date list of children is regularly reviewed and updated.
- Providing continuing support to a child (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.
- Listening to a child's wishes and feelings and understanding their lived experience.

Children Potentially at Greater Risk of Harm

Children Who Need a Social Worker (Child in Need and Child Protection Plans)

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

Local authorities should share the fact that a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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

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

Children Who Are LGBTQ+

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded when children who are LGBT lack a trusted adult with whom they can be open. It is

therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Supporting Staff

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

Concerns About a Colleague, Including Supply Staff and Volunteers

The Positive Impact Group creates a culture where all concerns about adults are shared, recorded and dealt with. Our Low-Level Concerns Policy describes how we deal with concerns that do reach the threshold for safeguarding. This approach promotes a culture of safety and transparency for all.

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

Concerns About the Safeguarding Practices Within the School or Have a Complaint

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

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

Allegations Made Against Staff, Including Supply Staff, Volunteers and Contractors

All staff, including supply staff, volunteers and contractors, should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in the presence of other adults.

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

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

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

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

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

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Director will consult in making this decision.

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

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

If there is no cause to suspect that significant harm is an issue, but a criminal offence might have been committed, the Local Authority Designated Officer will immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve other agencies involved with the child.

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

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

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

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

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

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

Referral to the DBS will be made at the conclusion of the disciplinary process, where the threshold for referral is met. See also:

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

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

Allegations Against Pupils

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

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

Examples of safeguarding issues against a pupil could include:

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

- photographing or videoing other children performing indecent acts

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

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

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

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

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

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

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

Confidentiality

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

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

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

The Positive Impact Group always undertakes to share our intention to refer a child to Social Care with their parents unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

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

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

Physical Intervention

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

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

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

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

Staff Training

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

- are provided with child protection awareness information at induction so that they know who to discuss a concern with.
- are trained in and receive regular updates in e-safety and reporting concerns.
- have child protection awareness training every year, to maintain their understanding of the signs and indicators of abuse.
- know how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or disclosure of abuse.
- are expected to have read at least Section One of Keeping Children Safe in Education 2025.
- will have been notified of the details of the Local Safeguarding Children Board/LSP and Prevent partners.
- have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Safer Recruitment

The Positive Impact Group endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2025. Please refer to the Safer Recruitment Policy for further information.

The Designated Persons who are involved in recruitment will be trained in complete Safer Recruitment Training.

Use of Mobile Phones and Cameras

Where appropriate, the Positive Impact Group may provide a work mobile for staff to use to record images and videos, as well as make professional calls. At no time should a staff member's personal camera or personal mobile phone be used to record children. Staff mobile phones should not be used unless being used for Health & Safety reasons, and should be locked away when in a classroom.

All recorded images should only be downloaded onto our school-based system, and should be deleted once printed.

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

Our policy on E-safety outlines the expectations of pupils regarding mobile phones and cameras.

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

We are vigilant to ensure the appropriate use of social media.

Extended School and Off-site Arrangements

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

Site Security

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

Record Keeping

The DSL will maintain child protection records and ensure they:

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

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

Child protection records will be maintained independently from the pupil's school files, and the school file will be 'tagged' to indicate that separate information is held.

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

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If a request is received, please refer to the Head/Head of School, who will advise them to submit a Freedom of Information request for consideration. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson