Worcestershire County Council Safeguarding Children Policy

(Including Child Protection) – adopted by

Chaddesley Corbett Endowed Primary School

September 2025

The Governing Body reviews this policy at least annually.

Last reviewed on Date: September 2024

Next Review Date: September 2026

Signature: (Chair of Governors)

Print Name: Gill Griffiths

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tatus & Review Cycle: Annually

Next Review Date: September 2026

Section 1

Name of school/college: Chaddesley Corbett Endowed Primary School

Chaddesley Corbett Endowed Primary School is committed to safeguarding and promoting the wellbeing of children and expect all staff and volunteers to share this commitment.

Chaddesley Corbett Endowed Primary School Safeguarding and Child Protection Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in Working together to safeguard children - GOV.UK the DfE's statutory Guidance Keeping children safe in education 2024

Key Personal

Role	Name	Email address	Contact Number
Designated Safeguarding Lead (DSL)	Camilla McGregor	cmcgregor@chaddesleycorbett.worcs.sch.uk	01562 777312
Deputy DSL	Jayne Edwards Danielle Bromage Chloe French	jedwards@chaddesleycorbett.worcs.sch.uk dfb08@chaddesleycorbett.worcs.sch.uk cfrench@chaddesleycorbett.worcs.sch.uk	01562 777312
Nominated Safeguarding Governor	Keith Buncle	kb.cceps@gmail.com	01562 777312
Headteacher	Camilla McGregor	cmcgregor@chaddesleycorbett.worcs.sch.uk	01562 777312
Chair of Governors	Gill Griffiths	gg.cceps@gmail.com	01562 777312

Other named staff and contacts:

- Designated Teacher for Children in Care: Jayne Edwards
- Online Safety Co-ordinator: Luke Pedwell
- Safeguarding in Education Adviser, WCC Denise Hannibal
- Family Front Door: **01905 822666** (core working hours)
- Out of hours or at weekends: **01905 768020**
- Prevent Lead: Paul Kinsella WCC

Section 2 Safeguarding is Everyone's Responsibility!

This means that safeguarding and promoting the mental, emotional, and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Chaddesley Corbett Endowed Primary School. Consequently, anyone who comes into contact with our children and young people has a role to play in safeguarding and child protection.

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses, but is not limited to, issues such as:

- Staff conduct.
- Health and safety.
- Bullying.
- Child-on-child abuse.
- Sexually harmful behaviour.
- Provision of intimate care.
- Building security.
- Alcohol, drugs, and substance misuse.
- Positive behaviour management.
- Physical intervention and restraint (reasonable force).
- Online safety

This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our pupils is at stake. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all Chaddesley Corbett Endowed Primary School temporary staff, contractors, and agency supply staff as well as volunteers working in our setting.

Our school recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes. Some may need early help or intervention from other organisations to overcome problems and keep them safe. Appropriate consideration is made for Looked After Children and/or those with Special Educational Needs or Disabilities.

Chaddesley Corbett Endowed Primary School will follow the threshold guidance of Worcestershire County Council Multi Agency Levels of Need and implement their systems and protocol for referring families for early help and reporting child protection concerns. DSLs will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

Contextualised Safeguarding concerns

In our school we must ask, 'what are we protecting our children from' and consult with the Local Authority, Staff and Pupils for their views. This means that in our school all staff will be made aware of specific issues relating to locality that could impact on the safety of children. We will ensure all staff receive regular safeguarding briefings to keep them up to date and have the opportunity to share community issues that may impact our children. This information will also be considered within the curriculum planning of PHSE/RSE.

- Home | Police.uk

Relevant safeguarding issues relevant to our school:

- Mental health and wellbeing
- Domestic abuse
- Online safety
- Emotional related/home and parenting issues

Training

- All staff must complete safeguarding and child protection training as part of their induction.
- All Staff must receive annual safeguarding training and regular safeguarding local area updates.
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings.
- The DSL and Deputy Safeguarding Leads will also attend local authority led network meetings and relevant training as per KCSIE 2025 for their required CPD.
- The DSL will share local contextual safeguarding issues through staff briefings.

All staff complete safeguarding training at an INSET day in September. For staff who join at other points in the year, we use an online safeguarding course. We use an online course for annual online safety training and Prevent Duty training also. Throughout the year, briefings are conducted and ebulletins are sent out on other safeguarding issues.

Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused, including severely neglect. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery. The abuse of children who attend our school are likely to be noticed by staff, Health Workers or other professionals who come into contact with our pupils. It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. This means that in our school we will all know the signs of child abuse and we are aware of the procedures that must be followed to safeguard the child and any siblings. For those students with additional needs or who identify as LGBTQ+, we acknowledge the increased safeguarding issues that can occur and will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place. Our school has the role of recognising and responding to potential indicators of abuse and neglect, all necessary action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by school.

Our Staff who work directly with children, and young people will read: KCSIE 2025 Part 1 & Annex B

Our Staff who do not work directly with children and young people will read: KCSIE Annex A.

Our governing body/trustees will read Part 2 of KCSIE.

We will keep records to evidence this action within our school.

In the event of an actual or suspected case of child abuse by any adult, including parents, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified DSL will be available to discuss any safeguarding concerns and take appropriate steps to ensure the child's safety. The DSL is responsible for ensuring that children are identified, and the appropriate agency is involved.

All our staff use CPOMS *to* record their concerns about a child but will also discuss their concerns with the DSL. The DSL will be a member of the school Senior Leadership Team, and the role will be referenced in their job description. During term time and normal school hours, a DSL will always be available in our school. For the majority of time, this will present as a DSL being on site.

The DSL will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed following the correct procedure to enable an investigation to take place.

In exceptional circumstances during normal school hours, and for after-school provision, access to the DSL may be by a phone. This will be clearly displayed for easy access.

During holiday club style provision run by the school, access to a DSL will be through a phone call or an appropriately trained member of staff will be working at the club. Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. In our school, a list of those students taking part in any trip will be passed to the DSL to ensure that staff are made aware of all essential information relating to the students in their care.

The safeguarding team will meet weekly to confidentially discuss pupils who are identified as vulnerable. This will be to assess the levels of support and intervention required and to ensure those most vulnerable are contacted when absence is unauthorised or otherwise agreed as part of a plan or placement. Staff will try all available contact numbers for family members including emergency contacts. Unanswered calls will be reassessed by the DSL with further discussion with the safeguarding team to consider the next steps such as home visit. For children on a local authority plan, when no reason has been given for absence, and school cannot contact parents, a home visit will be conducted on day 1 of absence.

Section 3 Our Commitment

In school, we recognise that because of the day-to-day contact with children and young people, staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation and /or exploitation. We recognise that pupils may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, we will ensure arrangements are in place to safeguard and promote the welfare of children by:

- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to.

- Maintaining a 'Zero Tolerance' to child-on-child abuse, IT CAN HAPPEN HERE ETHOS. Including sexually harmful behaviour, racism, and homophobia *(see our anti-bullying policy* here*).*
- Ensure all children and young people know the adults in our school who they can approach if they have worries.
- Teaching students to keep themselves safe from all forms of abuse, including: exploitation, criminal exploitation, female genital mutilation FGM Statutory Guidance forced marriage, extremism, radicalisation Government Channel Guidance, and child-on-child abuse.

And we will support our staff by:

- Providing effective, ongoing training and development for all staff.
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting.
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support pupils and their families.
- Monitoring and supporting children and young people who are subject to child protection plans, contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about children and young people, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:
    - A comprehensive summary of concerns.
    - Details of the concern.
    - What action was taken and any follow-up.
    - Actions taken and outcomes.
- Ensuring the suitability of all staff through safe recruitment practice.
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events.
- Ensuring that parents and carers understand the responsibility placed on school and its staff for safeguarding and child protection.
- Maintaining awareness of those children and young people who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our school may be the only stable, secure, and predictable element in the lives of children at risk. Our school will support all children through:

- Appropriate staff conduct, in line with the policy.
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online.
- Daily practice underpinned by our school ethos, vision, and values.
- Consistent implementation of our school Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice.

- Close and proactive liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services.

In line with Government guidelines in KCSIE 2025, our school will, where reasonably possible, hold two or more emergency contact numbers per pupil or student. This provides the school with additional options for contacting a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Section 4 Child-on Child Harmful Sexual Behaviour

It is important that our school staff can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence, and harassment.

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.

Our school values, ethos and behavior 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.

Schools should recognise the impact of sexual violence, and the fact children/young people can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of our school.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos, or drawings of a sexual nature.
- upskirting (this is a criminal offence); and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus, or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus, or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16; and
- Sexual intercourse without consent is rape.

Sexting (the consensual and non-consensual sharing of nude and semi-nude images and;/or videos) it will be dealt with seriously within our school

How we will support

- In our school we will not tolerate incidences of child-on-child abuse. And will not pass it off as "banter" "just part of growing up" "or "just having a laugh."
- Regardless of whether incidents are reported or not, we will lead a culture of it could happen here.
- All incidences will not be tolerated and will be taken very seriously.
- We will always challenge behaviours which create a hostile, intimidating, or degrading environment.
- We will follow both national and local guidance and policies to support any children/young people subject to child-on- child abuse. We will also utilise the search and confiscation guidance produced by the DfE. Searching, screening and confiscation in schools - GOV.UK
- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- We will always report episodes of 'up- skirting': Up-skirting is typically defined as 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.
- We will consider the support required by those falsely accused of child-on-child abuse.
- All disclosures will be taken seriously with those making the disclosure, kept safe, their anonymity protected when appropriate, and ensuring pupils will never be made to feel like they are creating a problem for reporting abuse**.**
- We will consider taking positive action to support a specific group of children and young people if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. We will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance, and progress at school.

Example:

We use the NSPCC Hackett continuum Understanding sexualised behaviour in children NSPCC Learning to support our work with STUDENTS/PUPILS.

Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

Section 5 Emotional Health and Well Being and Mental Health Support

We are aware that mental health problems can, in some cases, be an indicator that a child or young people has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school has an important role to play in supporting the mental health and wellbeing of all our learners. This means that in our school we will: Ensure that all of our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We will consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood.

As a school, we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
We have two mental health leads in school and a Pastoral manager. Our Pastoral Manager works with children on a daily basis to support their overall mental health and well being. Our mental health leads support in identifying children who need additional support and put appropriate actions in place.

As a school, we will be vigilant for signs of emotional well-being concerns. These may include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating/sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness, or loss of hope

We ensure our **pupils** are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This is part of our development of our RSE and PSHE curriculum.

It is also key that we train our staff to be aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Example:

- Content of lessons in our school will be determined by the specific needs of our pupils There will always be an emphasis on enabling students to develop skills to seek help for themselves and others.
- DSL works with the mental health leads in school to ensure all needs are met.

- DSL will liaise with Children Social Care to ensure that the appropriate approach is taken to safeguarding children most at risk.

Our school staff may become aware of warning signs which indicate a student, or a member of staff, is experiencing mental health or emotional wellbeing issues.

These warning signs should always be taken seriously.

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken.

All staff have appropriate training so they understand how to identify mental health concerns. This is incorporated into our annual safeguarding training.

In addition, we work closely with parents and carers and are very open with them about their children's mental health. We offer internal support and signpost to other agencies where relevant.

Example
In our school, we will work closely with parents and carers to support the whole family, unless to do so places the child at additional risk.

We will provide clear means for parents to contact the Senior Mental Health Lead and Pastoral Manager if they have further questions and arrange a follow up meeting or phone call as parents often have many questions as they process the information.

To support parents and carers at the end of each meeting we will agree on the next steps and always keep a brief record of the meeting on the child's CPOMS file.

Section 6 Opportunities to Teach Safeguarding

Children are taught about safeguarding in schools. The following areas are among those addressed in **PSHE/RSE** and in the wider curriculum.

Our school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, hate focused on LGBTQ+ issues and sexual violence/harassment.

These will be underpinned by the behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regular timetabled lessons and reinforced throughout the whole school curriculum.

Our curriculum delivery will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of our children and young people with SEND and other vulnerabilities) and will stress that law around safeguarding is to protect not criminalise them.

The curriculum will tackle at age-appropriate stages issues such as:

- Bullying/Cyber Bullying

We teach about bullying as part of PSHE curriculum, including online bullying (Discovery RSHE programme – Similarities and Differences topic). Children also learn about friendships in the Healthy and Happy Friendships topic. We also cover bullying in other parts of the wider curriculum such as assemblies.

- Drugs, Alcohol and Substance Abuse

This is taught during our Healthy Bodies, Healthy Minds PSHE topics and safety afternoons and referred to if relevant within our curriculum.

- Online Safety / Mobile technologies

This is taught during computing lessons. All children start with an Online Safety unit through the Purple Mash curriculum. It is also covered within our PSHE curriculum as it threaded throughout a range of topics.

- Stranger Danger

This is threaded throughout our PSHE curriculum and as part of assemblies.

- Fire and Water Safety

We often have visiting speakers that give assemblies on these subjects and we also cover this as part of our Water Smart Award.

- Child on Child

This is taught throughout our PSHE curriculum and more generally in our Healthy and Happy Friendships units.

- Sexual Violence and Sexual Harassment

Older children will learn about it when we discuss safer relationships.

- Road Safety

In EYFS children learn about crossing the road and have visiting trainers. Year 4 take part in pedestrian training and Y5 do Bikeability.

- Domestic Abuse

This is referenced at an age appropriate way through or RSHE curriculum.

- Healthy Relationships / Consent

This is taught throughout our RSHE curriculum. Permission and boundaries are taught and so too is consent.

- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

We refer to this in a general and not explicit way when we talk about gender equality and safer relationship- all age appropriate.

- Child Exploitation of Children

Children will learn about grooming as part of work on online safety. We also supplement the curriculum though visitors such as PCSOs to support teaching in this area.

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014). Promoting fundamental British values through SMSC - GOV.UK

Section 7 Online safety Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, our school ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- Internet Safety Policy.
- Acceptable use of Technologies.
- Web Filtering and Device Monitoring through Securus and Smoothwall
- Audit of effective filtering through daily filter reports to the DSL.

We recognise that the online risks fall into 4 main categories:

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact**: being subjected to harmful online interaction with other users.
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm.
- **commerce**: - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role, and responsibilities of the DSL and engaging with parents to raise awareness in order to support their children and young people.

The DSL will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

The DSL will oversee the delivery of the e-safety curriculum ensuring safeguarding is maintained.

- Online safety is included our curriculum provision as part of providing a broad and balanced curriculum.
- Our school iPads will have the Safer Schools app installed and activated.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age-related guidance.

Technology, and the risks and harms related to it evolve and changes rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks pupils face. The use of Artificial Intelligence (AI) is a new and developing field and the implications within safeguarding will be closely monitored over the next year and the appropriate response will be led within the school to have the appropriate level of security protection procedures in place in order to safeguard our systems. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this we use National

Education Network. In addition to this we access support from Cyber security standards for schools and colleges.GOV.UK.

We also use schools can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Mobile phone use should be carefully considered, including how their use could be controlled within the school.

Where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) as well as the risk of distraction from learning, the possibility exists for cyber- bullying, inappropriate searches and sharing images.

To manager this, we do not allow children to bring mobile phones into school.

Filtering and Monitoring

Our Governing Body are responsible and need to ensure the limit of children's exposure to the above risks from the school's or college's IT system.

Our Governing Body

- ensure our school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.
- Through training in line with KCSIE 2025 ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In our school we monitor the results of our web blocking and monitoring software to ensure that our students work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

We will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

We meet the Government Cyber security standards for schools and colleges identifying and assigning roles and responsibilities for filtering and monitoring.

We also ensure that all staff:

- understand their role.
- are appropriately trained.
- Follow policies, processes, and procedures.

- act on reports and concerns.
- DSL reviews standards and discuss with IT staff or service providers what more needs to be done to support us in meeting the required standards.
- All staff will work to clear guidance ensuring safe and effective online learning.

Section 8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Criminal Exploitation Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation.
- County Lines.
- Child Trafficking & Human Slavery.

We will view children (0-18 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our students to be viewed as children in all circumstances, avoiding the adultification of our older teenage students.

Child Sexual Exploitation (CSE) CSE involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is a problem that occurs for boys as well as girls.

Sexual exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing.' One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns and report to the DSL immediately. The DSL should refer to the Worcestershire levels of need guidance to assess if a referral to Worcestershire County council family front door is required. Additionally to this to seek to complete a GET SAFE risk assessment Get Safe | Worcestershire County Council immediately and share any further intel with West Mercia police.

Child Trafficking & Human Slavery

Our school will ensure we keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice, and resources via GET SAFE, Worcestershire County council multi agency exploitation team.

As part of the curriculum, children in upper KS2 are taught to be aware of exploitation.

Children Missing from Education

Our school will inform the local authority where a child or young people is missing from education and or absence is irregular. We will provide information to the local authority when removing a child from school roll as per local Worcestershire County council and statutory guidance:

- Statutory guidance children missing in education
- Attendance and Children Missing Education (CME) | Worcestershire County Council

Click this link to access our attendance policy.

Elective Home Educated

We will inform Worcestershire County council all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible to enable informed decisions are being made in the nest interests of children. Where a child has additional vulnerabilities we will assess the impact to risk that elective home education may add, and collaborate with partners and parents to ensure this is fully understood and informs assessments or plans.

Parents should notify the school, in writing, of their intention to home educate their child/children. This letter should include the date they wish their child's name to be removed from the school roll.
• School will acknowledge receipt of the letter and will invite parent/s to a meeting (unless a request not to is included within the letter)
• At the meeting, school will share a document with parents that outlines their responsibilities in terms of home education for clarity.
• School will inform the local authority of the removal of the child from their school roll for elective home education
• The local authority will notify the EHE team.

Homestay Exchange Visits School

Arranged Homestays in UK. Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household. School-arranged

Homestays Abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

Privately Arranged Homestays Where a parent or pupil arranges their own homestay, this is a private arrangement, and the school is not the regulated activity provider.

Violence against women and girls including Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)

Where HBA affects children and young people it is a child protection issue. It is an abuse of human rights.

Children and young people who suffer Honour Based Abuse are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:

- Protecting family ‘honour’ To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual, or transgender).
- Strengthening family links.
- Protecting perceived cultural and/or religious ideals.
- Preventing unsuitable relationships. • Assisting claims for residence and citizenship in the UK.
- Perceived immoral behaviour e.g., make-up or dress; use of mobile phone; inter faith relationships

Our staff in school have received appropriate training and where we identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly. The right to choose: gov guidance on forced marriage

FGM mandatory reporting duty for teachers

FGM is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such. With effect from October 2015, all schools are subject to a This means that in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. mandatory reporting requirement in respect of female genital mutilation (FGM).

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

Forced Marriage

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, of which focus on the role of schools and colleges. Our staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Section 9 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 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of gender identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse.' Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Children who are victims of domestic abuse are supported by the class teachers and the Pastoral manager. Some children will have regular wellbeing check ins where appropriate. Parents are also supported by our Pastoral Manager and signposted to external support.

MARAC

If we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults, and the management of offenders. We will continue to provide help and support to safeguard children. The DSL will usually lead this. MARAC does not replace a referral to children social care.

OPERATION ENCOMPASS

In our school we receive Operation Encompass Notifications. Operation Encompass highlights that a Domestic Abuse Incident has taken place, and the police have been called. As part of the support, we then offer following these notifications, we ensure that staff maintain a close eye on the child, informing the DSL of any changes with regards to their behaviour, and reporting and recording anything out of the ordinary. Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, they inform Worcestershire County Council, who then inform the school via the DSL, before the child or children arrive at school the following day. This information sharing ensures relevant information about the child's circumstances are received in a timely manner and therefore as a school we enable support to be given to the child according to their needs.

Section 10 Safeguarding Pupils who are at risk of extremism.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, our school recognises some, from an early age can be exposed to terrorist & extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. We are committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** – defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

All staff need to be alert to changes in children and young people's behaviour which could indicate that they may need help or protection.

We know children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from harm. As part of our whole safeguarding approach, we include and consider the following.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Staff will use the Prevent risk assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of our staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL (If there is a concern that a child or young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern. person) and record their concerns on CPOMS. In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel Channel guidance. for screening and assessment. We will ensure that the DSL will complete local training on the locality risks, and these will be cascaded to OUR school staff https://www.worcestershire.gov.uk/council-services/adult-social-care/safeguarding-and-concerns-about-adult/prevent-prevention-extremism-and-radicalisation#:~:text=extremism%20and%20radicalisation-,Prevent%20%2D%20Prevention%20of%20extremism%20and%20radicalisation,at%20risk%20of%20being%20radicalised.

In our school this will be part of our annual CPD training programme by the DSL. Due diligence checks should be undertaken by the school on any organisation that uses its facilities. These checks will include online checks.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.

The DSL and any deputies for the setting are aware of local procedures for making a Prevent referral.

Section 11 Allegations Against Staff members and Low-Level Concerns

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO). Statutory guidance contains further information on: The Role and Responsibilities of the Designated Teacher .

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then this should be referred to the headteacher or principal.

Details of your local LADO are available on this link Refer to Children's Social Care | Worcestershire County Council If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

Low Level Concerns

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children and young people
- having favourites
- taking photographs of children and young people on their mobile phone, contrary to school policy
- engaging with a child or young person on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children or young people

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, behaviour to actions which may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable and enact abuse.

The school will promote a culture in which safeguarding pupils is the uppermost priority, beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

Staff will report all safeguarding concerns they have to the Headteacher, DSL, or other nominated person immediately in line with the procedures laid out in the Child Protection and Safeguarding Policy. Staff members will report concerns without undue delay. Where the report concerns a specific incident, staff members will report their concerns no later than 24 hours after the incident where possible. Staff members will be aware that concerns are still worth reporting even if they do not seem serious.

Staff members will report their concerns to the Headteacher or the DSL verbally, or by submitting a Low-level Concern Reporting Form. When submitting concerns, staff will take care to ensure that they observe the Confidentiality Policy and the Allegations of Abuse Against Staff Policy, and protect the identity of all individuals to which the concern pertains as far as possible.

Staff members may request anonymity when reporting a concern, and the school will endeavour to respect this as far as possible. The school will not, however, promise anonymity to staff members who report concerns in case the situation arises where they must be named, e.g. where it is necessary for a fair disciplinary hearing. In line with the Whistleblowing Policy, staff will be protected from potential repercussions caused by reporting a genuine concern.
Where a low-level concern relates to the Headteacher, it should be reported to the Chair of Governors.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in the school, staff will also be required to report this to the Headteacher, who will, in turn, inform the employer of the subject of the concern.
All concerns reported to the Headteacher will be documented.

Section 12 Safer Recruitment

Safer recruitment practices are essential part of creating a safe environment for children and young people. We will-

- not allocate start dates to new members of staff until all employment checks have been completed.
- We will keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files.
- We will ensure that staff and volunteers working at in our school are suitable to do so as outlined in our **RECRUITMENT POLICY. T**his should include online searches for shortlisted candidates. As KCSIE requires we will complete risk assessments for all volunteers working in our school. Where a volunteer is working in regulated activity, we will require a DBS including barred check.
- Where a volunteer is not working in regulated activity, we will require DBS not including barred list check.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.
- Right to work documents will be kept for two years following the date they left our school but will then be destroyed after the two years. This is as per guidance set out in KCSIE.

Single Central Record

The Single Central Record (SCR) is an important part of our school commitment to Safeguarding and will be maintained by a member of the office management team.

All pre-appointment checks are recorded on the SCR template and this is audited on a regular basis by the headteacher and safeguarding governor.

Any people accessing our school site will be authorised to do so as follows:

It is expected that all staff, visitors, and contractors will:

- Report to the reception on arrival.
- Provide proof of identity.
- Wear a visitor badge or lanyard at all times with lanyards differentiating the groups:
- staff will use the designated SCHOOL/COLLEGE lanyard.
- Visitors whose DBS Status has been confirmed will wear GREEN lanyards and may be allowed to access the school unsupervised.
- Visitors who do not have a DBS or has not had confirmation will wear a red lanyard and will be supervised on-site.
- Be made aware of the arrangements for safeguarding, health, and safety.

Section 13 Confidentiality and Record Keeping

Staff, volunteers, and contractors have the responsibility to share relevant information about the protection of children with the DSL, Head of school and potentially external investigating agencies. We take all disclosures very seriously.

If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the student sensitively that they have a responsibility to refer the matter to the DSL for the student's well- being. We will seek to reassure our students that the matter will only be disclosed to the DSL, who will then decide on appropriate action. At no time should a staff member promise total confidentiality.

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a staff member has a safeguarding or child protection concern, they must inform the DSL as soon as possible.

These will be kept on the student's Child Protection file within CPOMS.

Any external organisation or contractor working at our school is expected to work in accordance with our safeguarding child protection policy. This will be shared upon arrival with. Any external individual must report safeguarding concerns to the DSL.

Working in partnership with parents is important, we will endeavor to do this at all times. It is recognised however that there are occasions when it is in the child or young person's best interest for work to be undertaken and referrals made without the parents' initial consent to ensure the welfare and safety of our students.

We will.

- *Aim to help parents understand that we have a responsibility for the welfare of all students*

and has a duty to refer cases to the Local Authority in the best interests of the student.

- *Consider the safety of the student and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.*
- *Make all our policies available on the website and on request.*
- *Ensure a robust complaints system is in place to deal with issues raised by parents and carers.*

Provide advice and signpost parents and carers to other services where pupils need extra support. We will do this by ensuring our Supporting Families offer is up to date and available on our school website.

Our child protection records will be stored securely and in line with the latest data protection policy.

All safeguarding files will be kept separately from individual pupil records and stored securely. Information in these files will only be shared with relevant staff when it is necessary consistent with data protection.

We will release information, including police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL/Head teacher will be informed and a decision on an appropriate way forward in line with data protection will be made.

When pupils transfer to another school, college or setting child protection and safeguarding information will be shared with that school, college or setting to ensure safe and consistent support for that child or young person.

We will ensure the new school, college or setting sign a document to say they are in receipt of the safeguarding and child protection file. We will keep his on file until the child or young person's 25TH birth year.

Section 14 Early years Setting within our school.

As an early year's provider delivering the Early Years Foundation Stage (EYFS), our aim is to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. We will do this by

Ensuring we have a safe secure learning environment where children can be seen and heard at all times.

- A named member of staff in the DSL team.
- A member of staff who always holds a current pediatric first aid qualification and available.
- We will liaise with parents and carers supporting with their Childs development.
- Routine monitoring of health and safety practices to promote Childrens safety and welfare.
- Appropriate staff, ratios and qualifications comply with statutory guidance meeting the needs of all children.

We will promote the health of all children and young people including early years by –

- Taking necessary steps to prevent spread of infection.
- Administering medicines and or intimate care is in line with our policies
- Taking appropriate action where children / young children, including early years are unwell.

Section 15 Our Responsibilities

Safeguarding and promoting the welfare of children is *everyone's responsibility*. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure, they should always speak to the DSL or deputy – if in exceptional circumstances, the DSL (or deputy lead) is not available, staff should consider speaking to a member of the ALT or contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

The Governing Body will determine and keep under review safeguarding policy and practice in our school.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by CCEPS.
- Induction training must include Child Protection Training, Online Safety Training and Prevent Duty Training.
- Staff working directly with children will read KCSIE '25 Part 1, Annex 'B'.
- Staff who do not work directly with children will read KCSIE '25 Annex A.
- Know how to deal with a disclosure**;** if a pupil discloses to a member of staff that they are being abused, the staff member should refer to this policy and procedures in place and follow guidance set out in this policy.
- Report instances of actual or suspected child abuse or neglect to the DSL or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), peer-on-peer abuse and gender-based violence/sexual assaults and sexting. Further information can be found in Annex B of KCSIE '25.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
    - is disabled and has specific additional needs.
    - mental health concerns.
    - has special educational needs (whether or not they have a statutory education, health, and care plan).
    - anti-social or criminal behaviour.
    - is a young carer.
    - is frequently missing/goes missing from care or home.

    - is misusing drugs or alcohol.
    - risk of radicalisation.
    - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
    - has returned home to their family from care.
- All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All early help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team responsibilities

Through the DSL team ensure that:

- All staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services.
- Encourage a culture of listening to children and young people considering their wishes and feelings, making the most of every opportunity to gather their concerns.
- Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or were previously known to social services.
- Deliver a consistent approach to behaviour through the policy principles.
- All staff and volunteers are trained sufficiently, so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning. We follow the guidance on Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools and colleges should expect providers to have in place.
- Ensure that the KCSiE guidelines for effectively managing SEND and safeguarding are in place including the 2025 updates to this area.

Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children, those with additional SEN needs.

- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.
- Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy).
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure the school offers a safe environment through effective implementation of the school's health and safety policy to meet the statutory responsibilities for the safety of students and staff at the academy.

The Designated Safeguarding Lead is responsible for:

- Maintaining both a strategic and operational approach to safeguarding.
- Being available term time during academy hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns.
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the headteacher appraised.
- Ensuring the school safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.

- Being aware of the latest national and local guidance and requirements and keeping the headteacher and staff informed as appropriate.
- Attend accredited, enhanced training as defined by CCEPS Safeguarding Arrangements to fulfil the role every two years.
- Complete the school safeguarding training is enrolled by all.
- Ensuring that appropriate training for staff is organised according to the agreed programme with the headteacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school safeguarding policies and procedures and kept informed and involved.
- Keeping Children Safe in Education 2025 says that where reasonable possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an academy student.
- Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise.
- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child).
- Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the academy and meet the needs identified in the child's personal education plan.
- Ensuring that e-safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place.
- Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate.
- Dealing with allegations of abuse in accordance with local and statutory procedures.
- Have an awareness of the requirements around the role of the Responsible Adult under PACE requirements.
- Supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child.
- Providing guidance and advice on the management of peer-on-peer sexual abuse incidents.
- Tracking the progress, attainment and aspirations of children known and previously known to social care.
- Ensuring accurate vulnerability recording within CPOMS with the submission of safeguarding data as required.

The Designated and Deputy Safeguarding Lead will meet regularly with the rest of the safeguarding leadership team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. These meetings must be evidenced by minutes added to CPOMS. Other key staff will be invited as appropriate.

Section 16 Statutory Requirements

This policy has been developed in line with the following Statutory key documents:

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Working Together to Improve School Attendance 2024'
- HM Government (2020) 'multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'

Other non-statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'