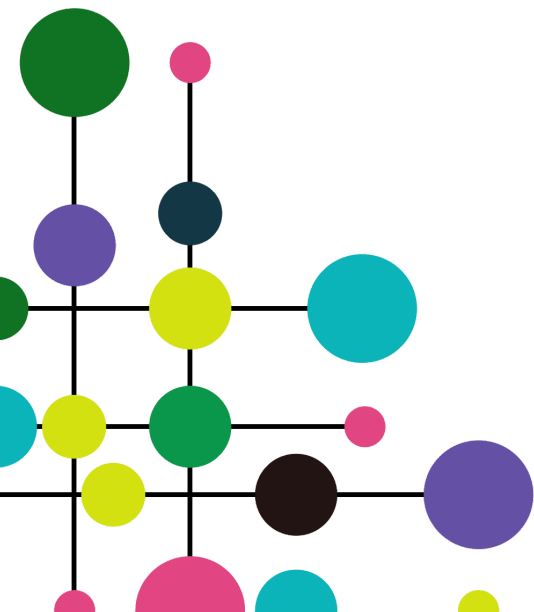


BIRCHES GREEN PRIMARY SCHOOL SAFEGUARDING POLICY

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Contents

Key safeguarding information	5
Key safeguarding documentation	6
Introduction	7
Definition of safeguarding	8
Roles and responsibilities	9
Governing Body:	9
Headteacher:	9
Designated Safeguarding Lead(s):	10
Staff:	11
Children and young people	11
Parents and carers	12
Safeguarding procedures	12
Indicators of abuse and neglect	13
Physical abuse	13
Emotional abuse	13
Sexual abuse	14
Neglect	15
Dealing with safeguarding concerns and incidents	15
Responding to a disclosure	15
Responding to a concern that a child is at risk	16
Reporting safeguarding concerns	17
Responding to safeguarding concerns	19
Record keeping	21
Early Years and Foundation Stage compliance	22
Safer Eating	22
Paediatric First Aid	23
Sleeping arrangements	23
Safeguarding information for parents	24
Emergency contact details for children	24
Specific forms of abuse and safeguarding issues	25
Child-on-child abuse	25
Child-on-child sexual violence or harassment	28
Nude and/or semi-nude image sharing by children	29
Harmful sexual behaviour	30
Child sexual exploitation (CSE) and child criminal exploitation	30
Serious violence	31
Domestic abuse	31
So-called 'honour'-based abuse	31
Preventing radicalisation	31
Digital Safety	32
What is online abuse?	33
	2

Signs of online abuse:	33
Recognising children who may be particularly vulnerable	33
Children who are looked after	34
Children with special educational needs and disabilities	34
Other considerations	35
Children who are absent from education	36
Safer recruitment	36
Allegations against member of staff	36
Allegations that may meet the 'harm threshold'	37
Allegations/concerns that do not meet the 'harms threshold'	38
Record Keeping – Allegations against staff	40
Allegations that may meet the 'harm threshold'	40
Allegations/concerns that do not meet the 'harms threshold'	41
Online safety	41
Policies and procedures	43
Appropriate filtering and monitoring	43
Information security and access management	45
Staff and governor training	45
Educating learners	45
Working with parents and carers	45
Children attending alternative provision	46
Use of school premises for non-school activities	46
Use of mobile phones and cameras	47
Concerns about safeguarding practices	48
Training	49
Related policies	49
Role of the Designated Safeguarding Lead (DSL)	51
Deputy designated safeguarding leads	51
Availability	51
Manage referrals	51
Working with others	52
Information sharing and managing the child protection file	52
Raising awareness	53
Training, knowledge and skills	53
Providing support to staff	54
Understanding the views of children	54
Holding and sharing information	55
The role of the designated teacher for looked-after and previously looked-after children	56
Safeguarding Concern Form	59

Key safeguarding information

Key Staff	
Headteacher	Mrs Anna Stevenson
Designated Safeguarding Lead	Mrs Louisa Harvey safeguarding@birchesgreen.co.uk 0121 464 4310
Deputy Designated Safeguarding Leads	Mrs Anna Stevenson Miss Claire Harrison Mr Phil Merriman Miss Helen Davis Miss Tiffany Moreton
Designated Teacher for Looked After Children	Mrs Louisa Harvey
Designated Prevent Lead	Mrs Louisa Harvey
Designated Operation Encompass Lead	Mrs Louisa Harvey
Lead Governor for Safeguarding	Mrs Julie Colvin
Robin Hood Multi Academy Trust Safeguarding Lead	Chris Heath cheath@robinhoodmat.co.uk

Key External Contacts	
Police	Duncan Long PCSO 30583 School Liaison Officer 07391 019 277
Local Authority Childrens' Social Care	0121 303 1888 CASS@birminghamchildrenstrust.co.uk
Local Authority Designated Officer (LADO)	0121 675 1669 or email: ladoteam@birminghamchildrenstrust.co.uk
Local Area Safeguarding Partnership website	Birmingham safeguarding partnership website
Channel/Prevent Lead	Waqar Ahmed - Prevent Manager, 0121 303 7682 / 07557 203290 waqar.ahmed@birmingham.gov.uk

Key safeguarding documentation

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- [Child Protection Procedures for West Midlands](#)
- [Data Protection for Schools](#)
- [Disqualification Under the Childcare Act 2006](#)
- [Early Years and Foundation Stage \(EYFS\) Framework Sept 2025](#)
- [Education Inspection Framework](#)
- [Filtering and Monitoring Standards for Schools and Colleges](#)
- [Guidance for Safer Working Practice](#)
- [Keeping Children Safe In Education \(KCSIE\) 2025](#)
- [Meeting Digital and Technology Standards in Schools and Colleges](#)
- [Multi-agency Statutory Guidance on Female Genital Mutilation](#)
- [Relationships and Sex Education \(RSE\) and Health Education](#)
- [Searching, Screening and Confiscation](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Teaching Online Safety in Schools](#)
- [The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation](#)
- [Working Together to Improve School Attendance](#)
- [Working Together To Safeguard Children 2023](#)

Introduction

Our school recognises, and is fully committed to, our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Our school believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at this school will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Our school recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe, including online. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, this school has systems in place which are aligned to our core safeguarding principles.

Our core safeguarding principles are:

- Child-Centred Approach
 - The welfare of the child is paramount. All actions and decisions should be in the best interest of the child, prioritising their safety, health, and wellbeing.
- Prevention
 - Take proactive measures to prevent harm by creating a safe environment, educating staff and students on recognising and responding to abuse, and promoting a culture of vigilance.
- Early Intervention
 - Identify and address concerns at the earliest possible stage to provide timely and appropriate support for children and families in need.
- Confidentiality and Information Sharing

- Handle all information related to safeguarding concerns confidentially, sharing information only with relevant professionals and agencies on a need-to-know basis to protect the child.
- Empowerment
 - Encourage children to speak up about their concerns and ensure they feel heard, respected, and supported. Teach children about their rights and how to protect themselves from harm.
- Partnership
 - Work collaboratively with parents, carers, and external agencies to protect children. Develop strong, trusting relationships with families and engage with local safeguarding partnerships and services.
- Accountability
 - Ensure that all staff understand their roles and responsibilities in safeguarding and are held accountable for their actions. Regularly review and update safeguarding policies and practices.
- Transparency
 - Maintain openness in safeguarding practices, ensuring policies and procedures are clear, accessible, and consistently applied. Encourage a culture where concerns can be raised without fear of retribution.
- Safer Recruitment
 - Implement robust recruitment practices to ensure that all staff and volunteers are suitable to work with children. Conduct thorough background checks and provide ongoing supervision and support.
- Continuing Professional Development
 - Provide comprehensive safeguarding training and regular updates for all staff, volunteers, and governors to ensure they are equipped with the knowledge and skills to protect children effectively.
- Support for Staff
 - Offer appropriate support and guidance for staff dealing with safeguarding concerns. Recognize the emotional impact of safeguarding work and provide access to professional support when needed.
- Inclusivity
 - Ensure safeguarding policies and practices are inclusive and consider the needs of all children, including those who are vulnerable or have special educational needs and disabilities (SEND).

Definition of safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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 the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Roles and responsibilities

Governing Body:

- The governing body have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The governing body have regard to the KCSIE 2025 guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.
- There is a nominated governor (or equivalent) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.
- All governors and trustees undertake appropriate safeguarding and child protection (including online) training at induction. Training is updated regularly.
- The governing body will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The governing body has reviewed the Department for Education filtering and monitoring standards and has met them in partnership with the designated safeguarding lead, IT staff and service providers.

Headteacher:

- Ensure that policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensure that the DSL is given the additional time, funding, training, resources and support they need to carry out the role effectively.
- Act as the case manager who will liaise with the Local Authority Designated Officer in the event of allegations of abuse being made against a member of staff or volunteer.
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Ensure that all staff feel able to raise concerns relating to the behaviours or actions of staff members or volunteers and ensure there is a process for staff to follow to raise such

concerns ensure that there is an agreed recording mechanism in place for monitoring allegations against staff

- Ensure that children's safety and wellbeing is addressed through the curriculum

Designated Safeguarding Lead(s):

- The designated safeguarding lead will have the appropriate status and authority within the school to carry out the duties of the post.
- Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- Deputy designated safeguarding leads are trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.
- Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding remains with the Headteacher this lead responsibility should not be delegated.
- It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2025.

This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place)
- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action for individual children
- Liaising with other agencies and professionals in line with relevant guidance.
- Liaise with the Headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C](#)
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the West Midlands Safeguarding and Child Protection Procedures including referrals, are followed, as necessary.
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social

worker, are experiencing, or have experienced, with teachers and school leadership staff.

- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2025.
- Informing the headteacher of any significant safeguarding issues.

Staff:

- All staff have a responsibility to provide and maintain a safe environment in which children can learn.
- Securing a strong safeguarding culture involves all staff, and includes their responsibilities in and outside of school, both online and offline.
- All staff have a responsibility to identify children who may benefit from early help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.
- All staff are expected to:
 - read Part 1 and Part 5 of the DfE guidance document (KCSIE 2025)
 - be aware of systems within the school which support safeguarding (e.g., Safeguarding policy, Staff Code of Conduct, identity and role of the designated safeguarding lead) and how to report safeguarding concerns
 - Have an awareness of the early help process and understand their role in it, including liaising with the designated safeguarding lead, sharing information and in some cases acting as the lead professional.
 - Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

Children and young people

- Children and young people (learners) have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Receive support from a trusted adult who recognises the additional barriers that some young people may face.
 - Learn how to keep themselves safe, including online.

Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant school policies and procedures.
 - Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from the school and other agencies.

Safeguarding procedures

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

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 of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

All school staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap, therefore staff will always be vigilant and always raise concerns with a DSL.

This school recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The school recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. We recognise that concerning behaviour and indicators of abuse may be different for children of different ages or developmental stages and we take this into account when making decisions about the support children may require. It is important to recognise that

indicators of abuse and neglect do not automatically mean a child is being abused; however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

Indicators of abuse and neglect

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 of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Possible signs of physical abuse include:

- any injuries not consistent with the explanation given for them
- injuries which occur to the body in places which are not normally exposed to falls or rough games
- injuries which have not received medical attention
- reluctance to change for, or participate in, games or swimming
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- inconsistent accounts for the cause of injuries

Emotional abuse

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

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are

beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Possible signs of emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- obsessions or phobias
- sudden underachievement or lack of concentration
- seeking adult attention and not mixing well with other children
- sleep or speech disorders
- negative statements about self
- highly aggressive or cruel to others
- extreme shyness or passivity
- running away
- stealing
- lying

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it. Possible signs of sexual abuse include:

- the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- sexual activity through words, play or drawing
- repeated urinary infections or unexplained stomach pains
- the child is sexually provocative or seductive with adults

- inappropriate bed-sharing arrangements at home
- severe sleep disturbances with fears, phobias, vivid dreams, or nightmares which sometimes have overt or veiled sexual connotations
- eating disorders such as anorexia or bulimia

Neglect

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

Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs of neglect could include;

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Dealing with safeguarding concerns and incidents

Responding to a disclosure

If a child reports that they are being abused and/or neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe.

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a child talks to a member of staff about any risks to their safety or wellbeing (including that of mental health or self-harm), the staff member will need to let the child know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the child this, is a matter of professional judgement. If they jump in immediately, the child may think that they do not want to listen. If left until the very end of the conversation, the child may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with children, staff will:

- allow them to speak freely, listening carefully and uncritically
- endeavour to utilise a neutral translator if necessary
- remain calm and collected – the child may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort and reassure the child that they are right to tell – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the child
- consider their own body language and the messages it may send a child regarding the nature of the disclosure
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think
- tell the child that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort – it may be anything but comfort to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong
- tell the child what will happen next – the child may agree to go to see the designated safeguarding lead otherwise it is the duty of the member of staff to inform the designated safeguarding lead of what has been discussed (if the child does agree to go and see the designated safeguarding lead, the staff member should inform the designated safeguarding lead that the child will be coming to see them at some point)

Following the conversation, the staff will report the disclosure as outlined in the ‘Reporting safeguarding concerns’ section taking precaution to report to the designated safeguarding lead even if the child has promised to do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

Responding to a concern that a child is at risk

There will be occasions when, in the absence of a disclosure, staff may suspect that a child may be at risk but have no ‘real’ evidence. The child’s behaviour may have changed, their artwork

could be bizarre or concerning, children might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the child how they are feeling or if they can help in any way.

Staff should report their concerns as outlined in the 'Reporting safeguarding concerns' section.

Reporting safeguarding concerns

Reporting procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.

All concerns, suspicions and disclosures should be recorded using the school's online safeguarding management system. For supply staff, volunteers or visitors to school, the school's Safeguarding Concern Form (see Appendix 3) should be used to report concerns. Blank copies of the Safeguarding Concern Form should be kept in the main office and staffroom for access when necessary.

Staff should immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including nonattendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns related to self-harm
- any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or a person living in a household with children present) including inappropriate behaviour e.g., inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- any discovery that FGM appears to have taken place on a girl under 18 years
- any expressions of extremist ideologies that suggest vulnerability to radicalisation

Where no disclosure has been made, but a member of staff has concerns regarding the welfare or wellbeing of a child, staff should raise a concern on the online safeguarding management system.

Supply staff, volunteers and visitors to the school should make a written account of such concerns using the Safeguarding Concern Form (Appendix 3)

Where a disclosure has been made, a written factual account record, using the child's own words, should be recorded on the safeguarding management system. Supply staff, volunteers and visitors to the school who do not have access to the safeguarding management system should do this by completing the Safeguarding Concern Form..

When logging a concern, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g., He appeared angry as he was kicking the table and swearing). All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.

All written concerns should be logged on the online system as soon as possible and in any case within 24 hours. In the case of supply staff, volunteers and visitors to the school, written forms should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24 hours. In some cases, it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the deputy designated safeguarding lead should be approached.

Any written records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the safeguarding concern form. All written notes should either be kept in the child safeguarding file and referenced on the online database or uploaded on to the system.

Staff will follow the reporting procedures outlined in this policy. However, anybody can make a direct referral. They may share information directly with children's social care, Police, or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety
- Key points for staff to remember for taking action are:
- report the concern to the designated safeguarding lead, before the end of the school day if a child is being placed at risk by going home or within 24 hours at the latest
- in an emergency, take the action necessary to help and protect the child, for example, call 999
- not to start their own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- record the concern on the safeguarding management information system

- seek support if distressed

Responding to safeguarding concerns

A concern raised may not progress any further than a discussion with the designated safeguarding lead. A record of the discussion and any initial action taken will be documented on the safeguarding management system.

When dealing with a case, the designated safeguarding lead will consider a number of questions:

- Am I dealing with 'risk' or 'need'? By definition, a child at risk is also a child in need, however, what is the priority/level and immediacy of risk/need?
- Can the level of need identified be met:
 - in or by the school or by accessing universal services without referral to Children's Social Care or other targeted services?
 - by working with the child, parents and colleagues?
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e., a child is suffering or is likely to suffer significant harm)?
- What information is available to me: child, parents, family and environment?
- What information is inaccessible and potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take?

The designated safeguarding lead will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

In making this decision, the designated safeguarding lead will consider the Safeguarding Partners' threshold document and framework for action that includes:

- the process for the early help assessment and the type and level of early help services to be provided
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services

Where a designated safeguarding lead or deputy designated safeguarding lead considers that a referral to children's social care may be required, they must consider the questions listed below:

- Is this a child in need? Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
 - the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
 - the child's health or development is likely to be impaired, or further impaired, without the provision of such services
 - the child is disabled
- Is this a child protection matter? Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
 - is the subject of an emergency protection order
 - is under police protection
 - or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The designated safeguarding lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

Once a referral has been made, children's social care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a child in need assessment (section 17 Children Act 1989) or a child protection enquiry (section 47 Children Act 1989). The school will participate in strategy discussions and child protection conferences as required.

Referrals regarding extremism will be made to children's social care. In line with government advice, a Channel co-ordinator/police practitioner will be fully embedded in the safeguarding arrangements of children's social care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

Where it is identified a child may benefit from early help support, the DSL (or deputy) will generally lead as appropriate and complete an Early Help assessment in partnership with the child/young person and their family in consultation with Children's Social Care.

The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to partner agencies if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on the school's safeguarding management information system. This includes decisions not to seek parental permission before making a referral to Children's Services, or decisions not to request external support. Information should be kept confidential and stored securely. Records should include:

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

Records will be completed as soon as possible after the incident/event, using the child's words and any written record will be signed and dated by the member of staff and uploaded to the safeguarding management information system. Safeguarding records will record facts and not personal opinions.

A body map will be completed if injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

The safeguarding management information system is confidential and stores records securely, separate from all other records relating to the child in the school. Records are kept in accordance with data protection legislation, and will be transferred in accordance with data protection legislation to the child's subsequent school within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives.

Should paper copies of a child's files be transferred securely to the new DSL, a confirmation of receipt will be obtained. Schools which also use compatible safeguarding management information systems will have the files transferred electronically via the online system.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving, for example, information that would allow the new school to continue to provide support. Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

Early Years and Foundation Stage compliance

Whilst most arrangements within this policy are applicable to the care of all children, there are specific safeguarding guidelines for safeguarding children from birth to the end of their Reception year.

The setting will follow the expectations set out in Section 3 of the EYFS 2025 Framework - The safeguarding and welfare requirements. EYFS-specific guidance includes, but is not limited to, Safer Eating, Paediatric First Aid and Sleeping Arrangements;

Safer Eating

Guidance is provided by paragraphs 3.60 - 3.70 of the EYFS Framework, including the following points that the school will follow;

- Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A of the EYFS Framework.
- Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: [Food safety - Help for early years providers](#) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.
- Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.
- Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

Paediatric First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.

Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff:child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

Sleeping arrangements

Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots and bedding are in good condition and suited to the age of the child, and that babies are placed down to sleep safely in line with the latest government safety guidance: <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>.

All staff should read the NHS advice on safety of sleeping babies:

<https://www.nhs.uk/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infant-death-syndrome/>

Specific to Bramblers Nursery (**ALL OTHER SETTINGS TO DELETE**):

At Bramblers we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position.
- Babies/toddlers are never put down to sleep with a bottle to self-feed.
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision at all times.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature – this should be between 16-20 degrees.
- Using clean, light bedding/blankets and ensuring babies/children are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags.
- Ensuring every baby/toddler is provided with clean bedding.
- Transferring any baby/child who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case we would ask them to sign to confirm in writing that they have requested we adopt a different position or pattern. We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep. Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Safeguarding information for parents

The school will ensure the Safeguarding policy is available publicly via the school website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the school in this.

Parents will be expected to support the school's ethos and the Safeguarding policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

Emergency contact details for children

Wherever possible, the school will hold more than one emergency contact number for their children. This goes beyond the legal minimum and is good practice to give the school additional

options to make contact with a responsible adult when a child who is absent from education is also identified as a welfare and/or safeguarding concern.

For children in nursery or Reception (EYFS), the setting must hold at least two contact numbers for each child, where possible (EYFS Framework 2025).

For children who are looked after, emergency contacts must include the virtual Headteacher and their social worker.

Specific forms of abuse and safeguarding issues

The school is aware of a range of specific forms of abuse and safeguarding issues that can put children at greater risk of harm. In addition to Parts One and Five, DSLs, school leaders and staff who work directly with children will read annex B of KCSIE 2025 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to these types of abuse and safeguarding issues, they should speak with the DSL or a deputy.

Child-on-child abuse

All members of staff at this school recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

The school recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the target humiliation, distress or alarm
- Initiation/hazing type violence and rituals

The school believes that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e., for gender-based abuse, girls are more likely to be targets and boys more likely to be perpetrator, but all child-on-child abuse is unacceptable and will be taken seriously.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline children for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise the risk of child-on-child abuse, the school will:

- Ensure all stakeholders receive annual Safeguarding training so they are able to respond to Child on Child abuse and that all staff have read and understood the Child-on-child abuse policy.
- Share Safeguarding updates with all parents to ensure a clear understanding of responsibilities.
- Deliver a PSHE curriculum in order to develop a safe and healthy understanding of relationships.
- Deliver an age appropriate Relationships, Sex and Health Education taught as part of our PSHE curriculum in all years groups; all resources and materials shared with parents.
- Deliver subjects and assemblies through our curriculum, in order to celebrate diversity in our school and our community, whilst helping our children explore the world and know how to keep safe within it.
- Promote fundamental British values within our Curriculum subjects and assemblies of; Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance of differing Beliefs and Faiths.
- Provide a clear and robust Behaviour and Anti-Bullying Policy that is understood and followed by all stakeholders.
- Provide curriculum enrichment opportunities throughout the year such as Anti-Bullying week, Online Safety day, Children's Mental Health week.

All allegations of child-on-child abuse will be reported to the DSL and will be recorded on the school's safeguarding management information system, investigated, and dealt with in line with associated school policies, including safeguarding, anti-bullying and behaviour. This will include, but is not limited to the following actions;

- Seek further information from those involved and witnesses

- Undertake a risk assessment to ascertain steps necessary to safeguard the target, alleged perpetrator, adults and other children
- Decide to manage the concern internally
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan
- Refer the target and/or the perpetrator to local services for Early Help
- Refer the case to Children's Services
- Liaise with social workers working with children involved (if applicable)
- Make a referral to the police – we will refer to the NPCC 'When to call the Police' guidance to support this

Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged targets, perpetrators and any other child affected by child-on-child abuse will be supported by:

- Appropriate support will be put in place for targets of child-on-child abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the target is receiving appropriate care.
- The school will do everything we can to maintain the target's normal routine.
- The school will do everything we can to protect the target from further bullying and harassment as a result of their disclosure.
- If a target of child-on-child abuse moves to a new setting, the DSL will share the necessary information to ensure that support for the child continues
- The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision.
- We recognise that children who perpetrate child-on-child abuse may be being abused themselves.
- The school will continue to safeguard the alleged perpetrator and provide them with support.
- A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse.

If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other child at the new setting.

The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction.

Where a child is cautioned or receives a conviction related to an incident of child on child abuse, the school will refer to Part 5 of KCSIE 2025 and make decisions on a case by case basis.

Child-on-child sexual violence or harassment

When responding to concerns relating to child-on-child sexual violence and sexual harassment, the school will follow the guidance outlined in Part five of KCSIE 2025.

The school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

The school has a zero tolerance approach to sexual violence or sexual harassment.

All targets of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A target will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report. We will never downplay the seriousness of abuse that occurs online or outside of school.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the target and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the target (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to local safeguarding partners and/or the police.

We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed or something is wrong. Reports of abuse may be indirect through friends or overheard by others. All concerns will be acted upon immediately and discussed with the DSL (or their deputy).

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the target, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the target, other children, adult students or school staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from the MAT Safeguarding Lead and/or local safeguarding partners.

Nude and/or semi-nude image sharing by children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people 'guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing and should be read and understood by DSLs working with all age groups, not just older learners.

The school recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local West Midlands guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.

A referral will be made to the police and/or local safeguarding partners immediately if:

- The incident involves an adult (over 18).
- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from the MAT Safeguarding Lead and/or local safeguarding partners.

Harmful sexual behaviour

The school recognises that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. We define developmentally inappropriate sexual behaviour that is problematic, abusive or violent as harmful sexual behaviour (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two. DSLs and their deputies have received training in HSB. We recognise that children displaying HSB may have experienced their own abuse and trauma and will ensure that they are appropriately supported.

Child sexual exploitation (CSE) and child criminal exploitation

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

If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

Serious violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, 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.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

The initial response to child targets is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

Domestic abuse

All staff are aware that 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 targets 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.

So-called 'honour'-based abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Preventing radicalisation

The school is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an

education provider regarding risk assessments, working in partnership, staff training, and IT policies.

The school recognises that children may be susceptible to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

The school will implement a Prevent Risk Assessment which takes into consideration local concerns.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

The school's local Prevent group will be contacted and advice sought to address any concerns and make referrals when necessary.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation, we will also show cooperation with Channel Panels as required.

Digital Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

We recognise the importance of educating our children about safe online practices and the potential risks they may encounter on the internet. The school will carry out an annual online safety review to ensure the curriculum and supportive interventions reflect the risks associated with the presentation online of the child's face.

We also acknowledge the growing influence of Artificial Intelligence (AI) in both educational and social contexts. While AI can offer significant benefits, such as personalised learning and

enhanced communication tools, it also presents new challenges, including data privacy concerns and the risk of exposure to inappropriate content or cyberbullying. To mitigate these risks, we are committed to implementing robust online safety policies and educating our children on responsible AI use. This includes teaching them about digital citizenship, the importance of protecting personal information, and how to recognise and report harmful online behaviour. By fostering a comprehensive understanding of online safety and the ethical implications of AI, we aim to create a secure and supportive digital environment for all our students.

What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets, and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Signs of online abuse:

- A child or young person experiencing abuse online might:
- spend a lot more or a lot less time than usual online, texting, gaming, or using social media
- seem distant, upset, or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop, or tablet

Recognising children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Children who are looked after

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, the school will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The school also collates information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

The school will appoint a designated teacher who will work with local authorities to promote the educational achievement of registered children who are looked after (the designated safeguarding lead). Under sections 4 to 6 of the Children and Social Work Act 2017, designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience (KCSIE 2025).

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. 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 being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding, being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

To address these additional challenges, the school will consider extra pastoral support for children with SEND.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEND, the school will consider the risks carefully, given the additional vulnerability of the group. However, to safeguard a child and others, it may be necessary to use restraint.

By planning positive and proactive behaviour support, the school can reduce the occurrence of risky behaviour and the need to use restraint (KCSIE 2025).

Schools may refer to the SEND policy and other specialist organisations including SENDIASS, MENCAP or the NSPCC for additional information and support.

Other considerations

In addition to the above, to ensure that all our children receive appropriate protection, the school will give special consideration to children who are:

- living in a domestically abusive situation
- affected by parental substance misuse
- asylum seekers
- regularly absent from school
- attending alternative provision or subject to a managed move
- living away from home (frequent movers)
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation; for example, living in hotel/hostel accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- children who are lesbian, gay, bisexual or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT
- involved directly or indirectly in prostitution or child trafficking
- speakers of another first language
- subject to a child protection plan
- subject to a child in need plan
- vulnerable to messages of violence and extreme ideologies
- young carers
- receiving support for their mental health
- part of a family living with financial hardship

Children who are absent from education

A child who is absent from education is a potential indicator of abuse or neglect.

The school will ensure its procedures for dealing with children who are absent from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.

The school will inform the local authority of any children who are failing to attend school regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the child's name from the register. The school will record details of the child's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). The school will inform the local authority of the child's destination school and home address.

The school will inform the local authority of any child who fails to attend school, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

The school will work collaboratively with the local authority to make reasonable enquiries about a child's whereabouts where there is a continuous absence after a grant of leave.

The school will inform the local authority when registering new children within five days, including the child's address and previous school (where this can reasonably be obtained).

The school will cooperate with the local authority on the provision of the above information for children leaving or joining the school at standard transition points.

Safer recruitment

The school will adhere to the guidance set out in KCSIE 2025 (Part 3), which states that "It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children."

The trust has a robust process and policy for safer recruitment which highlights its commitment to safer recruitment and the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006.

Allegations against member of staff

KCSIE 2025 statutory guidance defines two types of allegations that may be made against staff or volunteers:

- allegations that may meet the 'harm threshold'

- allegations/concerns that do not meet the 'harms threshold' – referred to for the purposes of this policy as 'low level concerns'

Clear processes are in place for managing both types of allegations or concerns, as detailed below and in the Allegations of Abuse Against Staff policy and the Low Level Concern flowchart.

Allegations that may meet the 'harm threshold'

If anyone makes an allegation that any member of staff (including supply staff, volunteer or governor) may have:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies) and/or;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation will be dealt with in accordance with national guidance and agreements, including those referenced in the EYFS Framework 2025.

The Headteacher will handle such allegations as case manager, unless the allegation is against the Headteacher, in which case a senior member of the Robin Hood MAT team will act as case manager and handle the school's response.

In the event that the concern is about the Headteacher, this will be reported to the trust's Safeguarding Lead.

Where an allegation is made against the Headteacher, the case manager must inform the Chair of Governors and keep them updated regarding the case.

In all instances, the case manager will inform the trust's Safeguarding Lead as soon as the school becomes aware of any allegation against a staff member and the investigation process should not commence until advice has been sought.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with children's social care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

In the event of an allegation being made, the school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under Section 141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media and if breached this could lead to

prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The case manager, with the support of the trust Safeguarding Lead, must complete a risk assessment where it is deemed that an allegation may meet the harm threshold. This should be held along with other records relating to the allegation, with a copy also placed on the employee's personnel file. For more detail relating to the requirements to store documentation please refer to the Record Keeping – Allegations against staff section below.

The timing of when the risk assessment is completed will depend on the specific circumstances of the case and would normally be carried out following the completion of the initial fact find and discussion with the LADO. However, it may be necessary to update the assessment of risk and therefore actions required to mitigate the risk as any investigation progresses, or as an outcome is agreed upon. Updated versions should have appropriate version control and there should be a record of each updated version.

The school in liaison with the trust Safeguarding Lead may make a referral to a number of relevant agencies if any member of staff is disciplined, dismissed, or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children. These include, but are not limited to;

- The Disclosure and Barring Service (DBS)
- The Teacher Referral Agency (TRA)
- OFSTED

If an allegation is made against a worker from a supply agency, the agency must be informed of the allegation. Allegations against supply staff will be investigated in line with the agreed procedure detailed above for directly employed staff. The findings of any investigation undertaken, where appropriate, should be passed on to the supply agency for it to consider any further action required. It is not acceptable to simply end the assignment in such circumstances.

Allegations/concerns that do not meet the 'harms threshold'

It is recognised that, at times, a concern about an adult's conduct towards children may not be serious enough to be considered as an allegation, but that it nonetheless indicates a concern.

A low-level concern is defined as any concern about an adult's behaviour towards, or concerning, a child that does not meet the 'harms threshold', or is otherwise not serious enough to consider a

referral at the time of its reporting. Low level concerns refer to behaviour on the part of a staff member towards children that is considered inappropriate in line with statutory safeguarding advice, as outlined in KCSIE 2025.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language

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

The school recognises the importance of creating a culture of openness and transparency, where any concern, no matter how small, is shared and dealt with appropriately. Such a culture supports in identifying and addressing any emerging or inappropriate behaviour at an early stage, minimising the risk of abuse and reinforcing clear professional boundaries.

Staff are required to report any low-level concern about the conduct of any adult working in the school to the Headteacher.

Following reporting of the concern the Headteacher will follow the Reporting Low Level Concerns guidance.

In the event that the concern is about the Headteacher, this should be reported to the trust Safeguarding Lead.

Staff are encouraged to recognise any occasion where their own behaviour may be seen as a low-level concern by others, and to make a self-report to the Headteacher accordingly.

If a report is identified as a low-level concern, timely and proportionate action will be taken to discuss and address this with the person concerned in order to correct the issue at an early stage. The actions should be recorded as part of an ongoing report.

If at any stage the case manager assesses that the 'harms threshold' may be met, they will follow the process outlined above for allegations that may meet the 'harms threshold'.

The Headteacher will keep a written record of all low-level concerns, detailing the nature of the concern and the action taken to address it. The record will be clearly identified as a low-level concern, in order to avoid confusion or misunderstanding.

If the concern relates to the Headteacher, a record will be retained by the trust Safeguarding Lead.

Records of low-level concerns will not be referred to in employer references unless they form part of a substantiated allegation and will not be held on the employee's personnel file.

For more detail relating to the requirements to store documentation please refer to the Record Keeping – Allegations against staff section below.

The Headteacher will regularly review all low-level concerns received, in order to identify any emerging patterns of concerning behaviour related to individual(s) or to identify any weaknesses in the school's culture where revision of policy or additional training may be a requirement.

Record Keeping – Allegations against staff

All records will be kept together in a secure place. Any electronic information will be password protected and only made available to relevant individuals.

Information relating to allegations against staff of a safeguarding nature will be stored and handled in line with UK General Data Protection Legislation tailored by the Data Protection Act 1998 such that information is:

- processed for limited purposes
- adequate, relevant, and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Allegations that may meet the 'harm threshold'

All documentation relating to an allegation that may meet the 'harms threshold' will be retained in a secure case file.

Documentation will also be held on the individual's personnel file, unless the allegation is found to be malicious, false or unsubstantiated, in which case they should not be included. Such documents may include, but are not limited to:

- a copy of any written or emailed 'referral'
- a copy of the Safeguarding Risk Assessment
- the LADO referral form
- suspension letter
- disciplinary investigation report
- disciplinary outcome letter and any appeal documents
- DBS and/or TRA referral documents and outcome notifications

Documents relating to safeguarding allegations will be placed on the personnel file in a sealed envelope marked as 'Confidential'.

The school will have a secure file location for the storage of any documents related to safeguarding allegations against staff. These files should be restricted for access by the Headteacher and DSL only.

Records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), will be preserved for the term of the inquiry (further information can be found on the IICSA website).

All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Where a member of staff transfers between trust establishments the record of any investigations, apart from those which have been found to be false or malicious will be shared with the Headteacher of the new establishment and added to their establishment records. This will be handled in a fair and sensitive manner according to the nature of the findings.

Allegations/concerns that do not meet the 'harms threshold'

All documentation relating to an allegation that does not meet the 'harms threshold' (a low-level concern) will be retained in a secure case file.

They will not be held on the individual's personnel file and will not be referred to when providing employment references.

A summary of the concern, along with associated documents, will be recorded confidentially by the Headteacher.

The requirements to retain documentation in a secure file are the same as for dealing with cases that may meet the 'harms threshold'.

Information relating to low level concerns will be retained at least until the individual leaves the trust's employment.

Where a member of staff transfers between trust establishments the record of any low-level concerns held against the individual will be shared with the Headteacher of the new establishment and added to their establishment records. This will be handled in a fair and sensitive manner according to the nature of the low-level concerns and particular circumstances related to that staff member.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. The school will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish

mechanisms to identify, intervene in, and escalate any concerns where appropriate. Our online safety measures include:

- Regular training for staff and students on current online risks and safe practices.
- Monitoring and filtering systems to prevent access to harmful content.
- Clear reporting mechanisms for any online safety concerns, ensuring prompt action.
- Collaboration with parents to promote online safety at home.

By integrating these measures, we strive to ensure our children navigate the digital world safely and responsibly.

The school will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- 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. For example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct
 - personal online behaviour that increases the likelihood of, or causes, harm. For example: making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce
 - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The Headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body as part of regular safeguarding updates.

Policies and procedures

The DSL has overall responsibility for online safety, including filtering and monitoring within the school but will liaise with other members of staff, for example MAT IT lead, IT technicians, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with this and other associated policies, including our anti-bullying, social media and behaviour policies.

Internal support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The school uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

All school owned devices and systems will be used in accordance with our Acceptable Use policy and with appropriate safety and security measures in place.

The school recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2025 and EYFS 2025, The school has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

The online safety policy can be found on the school website, school intranet and a hard copy is available from the school office. The school's approach to online safety is reviewed annually using the online safety self-review tool 360Safe.

Appropriate filtering and monitoring

The school will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

The school has appropriate filtering and monitoring systems that are maintained and tested by an external specialist company.

The software monitors a user's Google accounts at home or in school. It will send a notification alert to assigned members of staff about the inappropriate content accessed by any child or a staff member. Appropriate action will be taken following a notification alert if there is a concern:

- All concerns will be recorded on the school's safeguarding management information system

- The DSL will explore the context with the relevant staff and then discuss the inappropriate content accessed with the child. This will then be shared and discussed further with parents.
- For staff members, the DSL will explore the context with the relevant staff and then discuss the inappropriate content accessed. Actions taken will reflect the seriousness of the content accessed.
- Monitoring systems will be reviewed to show chronology of the content which was accessed.
- All decisions and action taken will be recorded in line with our Safeguarding policy.
- A referral will be made to relevant agencies if required

Classroom staff monitor safe usage of electronic devices within the classroom. Staff have control on what the children are accessing in the classroom by:

- Ensuring children are on task
- Open or closing tabs for individuals, groups or the entire class
- Spot inappropriate or off-task internet use as it happens, and redirect attention as needed
- Promote responsible digital citizenship by identifying and rewarding model online behaviour

If learners or staff discover unsuitable sites or material, they are required to:

- Pupils are taught to report any content they are worried about to an adult.
- Turn off monitor/screen, use a screen cover widget, report the concern immediately to the DSL and record on the safeguarding management information system, report the URL of the site to technical staff/services.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, the school will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The school acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.

Learners' internet use will be supervised by staff according to their age and ability.

Learners will be directed to use age-appropriate online resources and tools by staff.

Information security and access management

The school is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in: Mobile Phone policy, ICT Acceptable Use policy, Email policy, Online Safety policy, and Password policy. These policies should address expectations with regards information security and access to systems.

The school will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff and governor training

The school will ensure that all staff and governors receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction and that ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

Educating learners

The school will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from organisations such as:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Working with parents and carers

The school will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

- Regular safeguarding updates specifically linked to online safety
- Signposting to relevant events and in school activities; such as online safety day.
- Access to school support regarding electronic devices and security settings

- Specific guidance on age restrictions for popular apps and programmes used by young people.

Children attending alternative provision

Where children attend a provision other than the school, the school will ensure that appropriate safeguarding checks have been carried out prior to the child starting. This will be confirmed in writing by the provider, and retained by the school.

The school will always know where the child is based during school hours, and record attendance and absence accurately. Responsibility for contacting parents of the child for any absences will be agreed between the school and alternative provision as part of a service level agreement.

The school will review the placement at least every half-term, including attendance, wellbeing and progress.

Should a safeguarding concern arise, the DSL at the placement must contact the school DSL immediately. Actions will depend on the nature of the concern, as in school, and the DSL must be satisfied that actions are being/have been effective in safeguarding the child.

Use of school premises for non-school activities

Where schools rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) the school will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

The school will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

The school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises, and that failure to comply with this would lead to termination of the agreement (KCSIE 2025).

Should the school be made aware of an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, the school will follow their safeguarding policies and procedures, including informing the LADO.

The school reserves the right to monitor activities taking place on its premises to ensure compliance with safeguarding standards. Any failure to comply with the safeguarding requirements will result in the termination of the agreement and the organisation's use of the premises.

External organisations must hold adequate public liability insurance and provide evidence of this to the school. The school is not liable for any incidents that occur during the non-school activities unless negligence on the part of the school can be proven.

External organisations must be familiar with the school's emergency procedures, including fire safety protocols and first aid arrangements. They are responsible for ensuring that all participants are aware of these procedures. Organisations must adhere to the school's health and safety policies and ensure that activities are conducted in a safe manner. Any equipment brought onto the premises must be safe, suitable for the activity, and properly maintained.

The school will periodically review the use of its premises by external organisations to ensure ongoing compliance with safeguarding and health and safety requirements. Feedback from both the school and the external organisations will be used to improve policies and practices.

Use of mobile phones and cameras

Children have their photographs taken to provide evidence of their achievements for developmental records. Schools are not required to capture consent for this, as the lawful basis for taking photographs in order to provide evidence of achievements for developmental records would be classed as a public task under the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

In line with the Data Protection Act 2018, and the UK GDPR, for certain types of processing schools must seek parental consent to take photographs and record videos.

On admission, parents will be asked to sign their consent for photographs/video recordings to be taken in school and used for the purposes of promoting the school, and by extension Robin Hood MAT, in internal documents (e.g., staff newsletters), on school intranet sites, school websites, social media sites and in media articles. Consent will be valid for the full academic life of the child, unless the child's circumstances change in any way (e.g., parental responsibility is amended). If the child's circumstances change additional consent forms will need to be completed. Photographs and video recordings can be used in accordance with the consent gained for a period of four years after the photograph/video was taken/recorded. This does not cover any other organisation and if any other organisation requests to take photographs of any child, then separate consent before photographs are taken will be sought.

For any looked after children (LAC) or children who are adopted the Designated Safeguarding Lead will liaise with the child's social worker, carer or adoptive parents to establish whether

consent should be sought. Consideration will be given as to whether the identification of a LAC child, or children who are adopted, would risk their security in any way.

Consideration will be given to any children for whom child protection concerns have been raised. Should the designated safeguarding lead believe that taking photographs or videos of any children would put their security at further risk, greater care will be taken towards protecting their identity.

Measures that can be agreed by the Designated Safeguarding Lead regarding LAC, children who are adopted, or children for whom child protection concerns are as follows:

- photographs and videos can be taken as per usual procedures
- photographs and videos can be taken for educational purposes and official school use, e.g., on the school Management Information System, but cannot be published online or in external media
- no photographs and videos can be taken at any time or for any purpose

Staff and volunteers are not permitted to use their own mobile phones or cameras to take or record images of children. Pupils are not permitted to use their own mobile phones or cameras to take or record any images of children during session times.

The school's camera(s) or memory cards must not leave the school setting unless on an official school trip. Photographs will be printed/uploaded in the setting by staff and once done images will be immediately removed from the camera's memory.

It is acknowledged that often photographs/video recordings may contain other children in the background, however, guidance should be sought from the Designated Safeguarding Lead regarding those photographs/video recordings that contain LAC, children who are adopted and children for whom there are child protection concerns in the background.

Cameras and mobile phones are prohibited in all toilet areas.

Concerns about safeguarding practices

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.

Where staff or volunteers wish to raise concerns, they should be raised with the school's management team.

Where a staff member feels unable to raise the issue with the school or feels that their genuine concerns are not being addressed, they should raise their concerns under the Trust's Whistleblowing policy. Other whistleblowing channels may be open to them.

The NSPCC also provide an alternative route for reporting concerns, staff can email help@nspcc.org.uk or call their helpline 0800 028 0285.

Training

All staff will participate in training on safeguarding on a regular basis and the school will ensure staff are aware of any safeguarding and child protection updates. The school will provide training to all existing staff at least once a year and all new staff during their induction. This training will focus on identifying and reporting abuse and neglect, safe working practices and online safety. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Appropriate members of staff will undertake safer recruitment training. This will enable them to lead in the recruitment of staff and will provide more options for the school when ensuring at least one member of every selection panel is safer recruitment trained.

Designated Safeguarding Leads will be expected to refresh their DSL training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff. The DSL will also undertake training that will enhance their knowledge of other areas related to safeguarding, for example Prevent or Harmful Sexual Behaviours.

As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding policy, Staff Code of Conduct, Social Media policy, Behaviour policy and the school's safeguarding response for children who are absent from education (KCSIE 2025). All staff will sign to confirm they have received, read and understood these documents and will and will adhere to the protocols therein.

Supply staff and other visitors will be given the school's visitor guide, which outlines core safeguarding measures.

All governors will receive appropriate child protection and safeguarding training that is updated regularly.

Governors should also have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children, including those with mental health needs.

Appropriate members of staff will undertake safer recruitment training. This will enable them to lead in the recruitment of staff and will provide more options for the school when ensuring at least one member of every selection panel is safer recruitment trained.

Related policies

This Safeguarding policy should be read in conjunction with the following policies;

- Anti-Bullying policy
- Behaviour policy

- Complaints policy
- Data Protection policy
- First Aid policy
- Health and Safety policy
- ICT Acceptable Use policy
- Positive Handling policy
- Powers of Search policy
- Staff Code of Conduct policy
- Supporting Pupils with Medical Conditions policy
- Whistleblowing policy

Role of the Designated Safeguarding Lead (DSL)

Taken from Keeping Children Safe In Education - Annex C

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Appendix 1

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare
- (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing
- challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

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

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts One

Appendix 1 and Two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main child file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding
- arrangements, and
- help promote educational outcomes by sharing information about welfare,
- safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to

Appendix 1

these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

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

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

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

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

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

Appendix 1

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts One, Two and Five of this document, and therefore the designated safeguarding lead should be equipped to:

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

The role of the designated teacher for looked-after and previously looked-after children

Taken from statutory guidance 'The designated teacher for looked-after and previously looked-after children'

The designated teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The most effective designated teachers have a leadership role in promoting the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with VSHs to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

Designated teachers should take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these children. This means making sure that all staff:

- have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour
- understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status
- appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child; and
- for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

Designated teachers are also likely to have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation. This can be achieved by:

Appendix 2

- Contributing to the development and review of whole school policies and procedures to ensure that:
 - they do not unintentionally put looked-after and previously looked-after children at a disadvantage
 - there is effective induction for looked-after and previously looked-after children starting school, new to the school and new to care
 - there are effective procedures in place to support a looked-after child's learning
 - particular account is taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what s/he can achieve
 - transitions to the next phase of a child's education are supported effectively to avoid children losing ground – e.g. moving schools from primary to secondary school or because of a change in placement or exclusion
 - thought is given to the future, careers advice and guidance, and financial information about where appropriate further and higher education, training and employment
 - when enrolling at the school, parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract PP+; and
 - there are no barriers to looked-after children accessing the general activities and experiences the school offers to all its children (e.g. taking into account possible transport difficulties and the arrangements for looked-after children to attend meetings).
- Promoting a culture in which looked-after and previously looked-after children
 - are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
 - are prioritised in any selection of children who would benefit from one-to-one tuition, and that they have access to academic focused study support
 - are encouraged to participate in school activities and in decision making within the school and the care system
 - believe they can succeed and aspire to further and higher education or highly skilled jobs; and
 - can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
- Being a source of advice for teachers about:
 - differentiated teaching strategies appropriate for individual children who are looked-after or previously looked-after children; and
 - the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked-after and previously looked after children, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
- Working directly with looked-after and previously looked-after children and their carers, parents or guardians to:
 - promote good home-school links

Appendix 2

- support progress by paying particular attention to effective communication with carers, parents or guardians
- ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home
- ensure carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy; and
- encourage high aspirations and working with the child to plan for their future success and fulfilment.
- having lead responsibility for the development and implementation of looked after children's PEP within school in partnership with others as necessary; and
- working closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

When supporting previously looked-after children, designated teachers should be aware of the following: The VSH must provide information and advice to parents and designated teachers on meeting the needs of these children - this may be general information, including training opportunities, or information and advice on individual children at the request of their parents or designated teacher. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the VSH for advice on meeting their individual need.

Safeguarding Concern Form

If you observe any physical signs of abuse or if a child discloses information about abuse, take immediate action by reporting your concerns to the Designated Safeguarding Lead (DSL) without delay. Maintain confidentiality throughout the process. Do not discuss the details with anyone except the DSL and those directly involved in the safeguarding process.

Use this form and body map to document your observations. Fill in all required fields with as much detail as possible. If the child has disclosed information, record their exact words without paraphrasing or interpreting their statements. Submit the completed form and body map to the DSL immediately.

The DSL will review the form and take appropriate action, which may include contacting external agencies such as social services or the police. You may be asked to provide further information or attend a meeting as part of the follow-up process.

This form should only be used if you do not have access to the school's safeguarding management system.

Child's name	
Class	
Name and position of person recording concern	
Names of any witnesses	
Date and time of observation/incident	
Nature of concern	
Account of observation/incident (Consider who, what, when, where, how)	

Appendix 3

Details of any injuries (Use the Body Map to indicate location and size)	
Action taken	
Date and time reported to DSL	
Sign and date	
DSL name	
DSL signature and date	

Mark any observed injuries or physical signs on the body map below.

