St Paul's
C of E Primary School

A place to belong

Safeguarding and Child Protection Policy

Headteacher:	**Christie Clarke**
Member of Staff Responsible:	**Christie Clarke**
Reviewing Committee:	**FGB**
Effective Date of Use:	**1st September 2025**
Term of Next Review:	**1st September 2026**

Statutory Policy - This policy was reviewed and approved by the Full Governing Board on 4th November 2025. It is effective from this date and remains in force until the next scheduled full annual review by the Full Governing Body in Autumn 2026. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

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Statement of Intent

St Paul's C of E Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Safeguarding is everyone's responsibility. It is essential that **everybody** working in our school understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our school is committed to safeguarding children and our approach is child-centred, our aims are to create a culture of vigilance.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child and act immediately.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL or the MASH team.
- Ensuring staff act appropriately and quickly in the best interests of the child to safeguard and protect all children.
- Ensuring staff have relevant and up to date training to support and safeguard children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable and what to do to seek support.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.

The DSL is: **Christie Clarke**. In the absence of the DSL, child protection matters will be dealt with by **Charlotte Hughes who is the DDSL**. Daryl Purves is being trained this year to also be a DDSL.

Signed by:

_____ Headteacher _____ Date

_____Chair of Govenror _____Date

The Governing Body has delegated authority to the Headteacher (DSL) and/or DDSL to make interim updates to this policy where required to reflect changes in statutory guidance or operational procedures. All such updates will be reported to the Governing Board.

Key Contacts

Key Safeguarding Contacts at St Paul's Primary

Designated Safeguarding Lead	Headteacher - Christie Clarke
Deputy Designated Safeguarding Leads	Charlotte Hughes Daryl Purves following Training
Designated Safeguarding Governors	Tom Mitchell and Karin Bunting
MASH Multi Agency Safeguarding Hub	01904 551900 mash@york.gov.uk
Emergency Duty Team	(out of office hours) 01609 780780
Local Police PCSO	Laura Harper PCSO 5655
Local Authority Designated Officer (LADO)	01904 551783
Educational Psychologist	01904 554320
Well Being Worker	Kathrine Jones Kathrine.Jones@york.gov.uk
School Nurse	Hilary Straszewski 01904 555475

www.saferchildrenyork.org.uk

Definitions

- DSL - Designated Safeguarding Lead
- DDSL - Deputy Designated Safeguarding Lead
- SENDCo - Special Education Needs and Disabilities Coordinator
- DT - Designated Teacher for Looked After and previously Looked After Children.
- PSHE - Personal, social, health and economic education
- RSE - Relationships, sex and health education
- CSWS - Children's' Social Work Services
- KCSIE - Keeping Children Safe in Education (DfE, September 2025)

Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Sexual Offences Act 2003

Data Protection Act 2018

The Childcare (Disqualification) Regulations 2018

Voyeurism (Offences) Act 2019

Human Rights Act (1998)

Equality Act 2010 Amendment Regulations 2023

Public Sector Equality Duty

Sections 26 & 29 of the Counter Terrorism Act 2015

Sections 1 and 5B of the Female Genital Mutilation Act (2003) and Section 70 of the Serious Crime Act (2015)

Section 3 of the Domestic Abuse Act (2021)

Statutory guidance

- DfE (2025) 'Keeping children safe in education'
- HM Government (2023) 'Multi-agency statutory guidance for dealing with Forced Marriage'
- DfE 'Working Together to Safeguard Children' 2023
- DfE 'The Prevent duty' 2023
- DfE 'Disqualification under the Childcare Act 2018'
- DfE Data Protection Guidance for Schools
- Early years foundation stage statutory framework (DfE, 14 July 2025, effective from 01 September 2025)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Relationships and sex education (RSE) and health education (DfE, 25 June 2019, updated 15 July 2025)
- Multi-agency statutory guidance on female genital mutilation (Home Office, DHSC and DfE, 1 April 2016, updated 30 July 2020)
- Working together to improve school attendance (DfE, 19 August 2024)
- Children missing education (DfE, 26 November 2013, updated 19 August 2024)

Other Guidance

- Behaviour in Schools - Advice for headteachers and school staff (DfE, 13 July 2022, updated 19 February 2024)
- SEND Code of Practice: 0-25 years (DfE 01 April 2015, updated 12 September 2024)
- Guidance for safer working practice for those working with children and young people in education settings (May 2019, updated 15 February 2022)
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - (DfE, 23 March 2022, updated 10 March 2025)
- What to do if you're worried a child is being abused - advice for practitioners (DfE, 26 March 2015)
- Information sharing advice for safeguarding practitioners (DfE, 04 July 2018, updated 01 May 2024)
- The use of social media for online radicalisation (DfE and Home Office, 1 July 2015)
- Use of reasonable force in schools (DfE, 17 July 2013, updated 15 January 2025)
- Mental health and behaviour in schools (November 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020, updated 11 March 2024)
- Preventing Bullying, including advice on cyberbullying (DfE 22 August 2013, updated 4 July 2017)
- Promoting fundamental British values through SMSC (DfE, 27 November 2014)
- Supporting pupils with medical conditions at school (DfE, 01 September 2014, updated 16 August 2017)
- Teachers' standards (DfE, 01 July 2011, updated December 2021)
- Promoting and supporting mental health and wellbeing in schools and colleges (DfE 02 June 2021, updated 14 July 2025)
- Appropriate Monitoring - UK Safer Internet Centre (UKSIC)
- Appropriate Filtering - UK Safer Internet Centre (UKSIC)

- Channel Duty Guidance: Protecting people susceptible to radicalisation (Home Office, 22 February 2021, updated 06 August 2025)
- Channel Duty Guidance: Protecting people susceptible to radicalisation (Home Office, 22 February 2021, updated 06 August 2025)
- Teacher misconduct (Teaching Regulation Agency, 01 April 2021, updated 31 March 2025)
- Our local agreed multi-agency procedures that have been put in place by City of York Safeguarding Children Partnership

Linked Policies

- Acceptable Use / E–Safety
- Anti-bullying
- ASC Policies
- Attendance
- Behaviour
- Code of Conduct
- Complaints Procedure
- Data Protection and Privacy Notices
- Drug & Alcohol
- Educational Visits
- Extremism and Anti-Radicalisation
- Grievance
- H&S
- Intimate Care
- Lost Child
- Safer Recruitment
- School Medicines and First Aid
- SEND
- SMSC
- Staff Code of Conduct
- Supporting Children with Medical Needs
- Whistleblowing

Roles and Responsibilities

Our DSL is **Mrs Christie Clarke (Headteacher).** The DSL takes lead responsibility for child protection and wider safeguarding.

Safeguarding is everyone's responsibility.

It is essential that **everybody** working in our school understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect , exploitation and harm. Our school is committed to safeguarding children and our approach is child-centred, our aims are to create a culture of vigilance and to provide help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, inside or outside the home and including online. All staff should make sure that any decisions made are **in the best interests of the child.**

> ***No single practitioner can have a full picture of a child's needs and circumstances. If children ad families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*** **- KCSIE 2025**

In line with KCSIE 2025 and the EYFS framework (September 2025) the school has a dedicated Whistleblowing Policy. This policy enables staff and volunteers to raise concerns about poor or unsafe safeguarding practices, potential failures to safeguard children, or other serious workplace misconduct.

All staff members have the responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Take part in training and engage in safeguarding updates via the staff bulletin or email.
- Record all concerns, including changes in behaviour, parent conversations if appropriate on the schools CPOMS.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues and that children can be abused online including Child on child abuse.
- Keep up to date with KCSIE and any changes.
- All staff have the responsibility to provide a safe environment in which children can learn.
- Teach safeguarding linked to our whole school 'what to do' posters and through PSHE.
- Be aware of the early help process and understand their role in it.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child on child abuse.
- Act as the lead professional in undertaking an early help assessment, where necessary.

- Be aware of, and understand, the process for making referrals to the MASH team, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to MASH and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedures and policies for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

The Headteachers and SLT have the responsibility complete all of the above and to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Understands, reads and keeps up to date with all of KCSIE.
- Act as the main point of contact with safeguarding partners.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to MASH if the situation does not appear to be improving.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

The Headteachers (DSL) has the responsibility complete all of the above and to:

- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Ensure a DSL or DDSL is always available to discuss safeguarding concerns.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Ensure child protection files are transferred to new schools or collages as soon as possible and within 5 working days for an in-year transfer or within the first 5 days of a new term and receipt should be obtained.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- As the designated teacher, promote the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Ensure monitoring and filtering systems are fit for purpose.

The Governing Body has the responsibility to:

- Ensure compliance with child protection and safeguarding legislation.
- All governors must read and understand *KCSIE* (Part 2 in particular).
- Nominate a safeguarding governor to lead on safeguarding arrangements.
- Ensure all governors have enhanced DBS checks.
- Create a culture where staff can challenge leaders on safeguarding concerns
- Ensure the leadership team:
    - Confirms all staff working with children have read *KCSIE* Part 1.
    - Appoints a DSL (senior leader) and deputy DSL(s), with safeguarding in job descriptions.
    - Has effective child protection and safer recruitment policies in place.
    - Provides clear systems for identifying mental health issues, early help, escalation and referrals.
    - Reviews safeguarding, behaviour, anti-bullying, discrimination and whistleblowing policies .
    - Ensure safeguarding arrangements reflect LA procedures and statutory guidance (*Working Together*).
- Governors undertake safeguarding training every two years.
- Ensure at least one person on any recruitment panel has safer recruitment training.
- Ensure all staff receive:
    - Induction, safeguarding and child protection training (at least annually).
    - Updates through bulletins, emails, and meetings.
    - Online safety training including filtering and monitoring responsibilities.

- Ensure staff are trained to support pupils with additional needs (e.g. LGBTQ+ pupils, mental health, LAC).
- Conduct statutory pre-employment checks and supervise volunteers appropriately.
- Maintain safer recruitment policies in line with *KCSIE* Part 3.
- Ensure procedures are in place for:
    - Handling allegations against staff/volunteers.
    - Making referrals to DBS/TRA where required.
    - Responding to child on child abuse and pupil allegations.
- Ensure safeguarding is taught through the curriculum, including online safety.
- Ensure appropriate disciplinary procedures, behaviour policies, and anti-discrimination measures.
- Ensure procedures for pupils missing from education and repeat absences.
- Ensure pupil voice is taken into account when taking safeguarding action.
- Ensure systems are provided for pupils to express views and feedback.
- Appoint a designated teacher for LAC (with training).
- Ensure the designated teacher works with the VSH to use pupil premium effectively.
- Ensure staff understand LAC legal status, contact and care arrangements.
- Ensure staff have skills to keep LAC safe.
- Regularly review the effectiveness of school filtering and monitoring.
- Ensure staff and leaders know how to manage and escalate online concerns.
- Ensure the school holds more than one emergency contact number per pupil where possible.
- Guarantee inter-agency working and data sharing in line with statutory guidance.
- Introduce mechanisms to help staff understand and discharge safeguarding roles.

Our School Processes

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing, including meeting with a parent.

All our safeguarding concerns and logs should be logged on **CPOMS** by the member of staff.

Please see **Appendix 1** to support with this section.

> **Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child and act immediately. In all cases, if staff are unsure, they should always speak to the DSL or DDSL.**

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns either in school or via phone. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in this policy.

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.**
- **Outcomes can be added as they happen i.e. when external support takes place**

If any doubt about recording an incident or concern, staff should speak to the DSL or DDSL.

If a social care referral is made, the LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on CPOMS. If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and this can be recorded on CPOMS.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

If you are unhappy with the way a safeguarding concern has been dealt with you should speak to the DSL or DDSL immediately and if this still concerns you speak to the LADO or the Chair of Governors.

Teaching Safeguarding

We ensure that children are taught about how to keep themselves and others safe, including online. This education should be tailored to specific needs and vulnerabilities of individual children including those who have been victims of abuse, or those with special education needs or disabilities.

Safeguarding, including online safety, should not be a one size fits all approach as this may not be appropriate for all children. In school, relevant topics will be including in Health Education. As a school we have regard to the statutory guidance.

As a school we teach safeguarding through PSHE but we also have whole school posters that refer to 'what to do if…' with the DSL and DDSL's pictures on. These are referred to throughout the year.

We play a crucial role in preventative education and lessons can be planned as any concerns arise.

Online safety is also a key element and it is essential that children are safeguarded and taught how to keep themselves safe online from potentially harmful and inappropriate online material. We have an E-Safety policy which helps protect and educate our pupils

Suppliers

Safeguarding checks are also completed on regular suppliers in school. St Paul's C of E Primary School's uses the following suppliers both in and out of school hours and has written evidence of safeguarding arrangements:

- Synergy Ltd – cleaning services
- Mellors Catering
- Yorkshire Education and Supported Recruitment (supply agency)
- Ignite – PE coaching and support
- Vital (ICT support)
- Music instructors, teaching at the school
- Wellbeing in school support

Inter-Agency Working

The school contributes to inter-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will work with MASH, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

MASH

Please read this section alongside **Appendix 2.**

If you have a concern that a child is vulnerable or at risk of significant harm, please contact the Multi-Agency Safeguarding Hub (MASH) in York on **01904 551900** and select option 3 or email **MASH@york.gov.uk**. Outside office hours, at weekends and on public holidays contact the emergency duty team on **01609 780780**.

If you would like to make an early help referral or access advice for a family, you can contact the MASH Early Help Team on **01904 551900** and select option 2 or email them at **earlyhelp@york.gov.uk**

Please note that all referrals where appropriate (not risk of immediate harm) need parent consent.

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to MASH. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with MASH.

The school will not wait for the outcome of an investigation before protecting the victim and other children. The DSL will work closely with the MASH team to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If the MASH team decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by MASH, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Early Help and Statutory Social Care Assessments

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from education, care or from home.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools or alternative provision.
- Has a parent or carer in custody or is affected by parental offending.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early Help could mean an Early Help Plan led by the DSL or DDSL or led by the Local Area Team. In some cases staff may required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will take the lead where early help is appropriate.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken. Support available if early help, section 17 and/or section 47 statutory assessments are appropriate. If schools don't receive any information in one working day, this should be followed up.

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.

Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.

Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).

Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case. Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented. Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Abuse, Neglect and Exploitation

All members of staff will be aware that abuse, neglect and exploitation and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another. All staff, will be aware that pupils can at risk of abuse or exploitation in situations both within and outside their families.

If a staff member is unsure they should speak to the DSL or DDSL.

Staff must always be vigilant and always raise any concerns with the DSL or DDSL, including logging any concerns on CPOMS.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of child on child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting. All staff will be aware of the necessary procedures to follow to prevent child on child abuse, as outlined in this policy. See Child on child Abuse section on page 22 for more information.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. This can include Child on child abuse online. See Child on child Abuse section on page 22 and our Online Safety section on page 25 for more information.

Types of abuse and neglect

Abuse: 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. 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: 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.

Emotional abuse: 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.

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 (also known as Child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Other safeguarding issues all staff should be aware of include:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) Both 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 victim 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.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B of KCSIE 2022.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2022.

Female Genital Mutilation (FGM)

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. FGM is considered a form of abuse in the UK and is **illegal.**

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Whilst all staff should speak to the designated safeguarding lead (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.**

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Child on child Abuse (child on child)

All staff should be aware that children are capable of abusing other children, including online. And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence; such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos including possible AI imagery (also known as sexting or youth produced sexual imagery) Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024);
- upskirting, 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 victim humiliation, distress or alarm;

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to Child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Reports made regarding child on child abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or children's social care services (MASH) where required.

Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated. Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.

The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made. Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

Online Safety

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

Content is anything posted online - it might be words or it could be images and video. Children and young people may see illegal, inappropriate or harmful content when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like child on child pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of grooming or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, online bullying. Conduct also includes things like sharing or receiving nudes and semi-nude images and viewing or sending pornography.

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

We regularly communicate with parents about online safety and try to hold online safety workshops with parents every two years. We communicate through the school newsletter, through twitter and more formal letters. Our communication with parents is to try and reinforce the importance of children being safe online. We also share what systems and filters we use as well as any website we use i.e. Google Classroom.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the staff handbook and visitor guidance.

Further information regarding the school's approach to online safety can be found in the **E-Safety Safety Policy.**

Where pupils need to learn online from home, the school will support them to do so safely in line with the Covid Information Policy which can be found in **Appendix 4.**

AI

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources. ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs).

LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content. The Collegiate recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard students. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other students or staff (e.g. through the use of 'deepfakes') and/or expose students to harmful content.

We will respond to any misuse of AI in line with this policy and our Anti-bullying, E-safety and Behaviour policies. Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and students will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting.

The school is committed to working in partnership with parents and carers to promote greater awareness of the risks associated with the use of generative AI. It recognises the importance of educating students, staff, families, and the wider school community to ensure safe and responsible engagement with emerging technologies.

To support this, we will provide clear and accessible guidance on online safety through direct communications, and dedicated opportunities such as parent webinars. We will also ensure that parents and carers are familiar with the procedures for raising concerns, enabling them to engage confidently with the school on matters relating to digital safety.

Through this collaborative approach, we seek to equip students, staff, and families with the knowledge and tools necessary to navigate the digital landscape responsibly and safely.

Generative AI in Education Policy Paper sets out safe use of AI as well as filtering and monitoring requirements. Please see the AI policy for more details.

Filtering and Monitoring

The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the school's IT system. This is all completed through CYC who run the Smoothwall system and alerts are sent instantly to the Headteacher/DSL.

The school will endeavour to ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

We regularly review the effectiveness of school filters and monitoring systems and work with CYC to ensure that the leadership team and relevant staff are; aware of and understand the systems in place and know how to escalate concerns when identified.

The DSL/DDSL and Governors will check that the systems are fit for purpose annually.

Mobile Phone and Camera Safety

Staff members will not use personal mobile phones or mobile devices with camera functionality when pupils are present. Staff may use mobile phones on school premises when no pupils are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst pupils are present. Staff will use their professional judgement in emergency situations.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

Staff who do not adhere to this policy will face disciplinary action.

ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer. The school will adhere to the terms of the E-Safety Policy at all times.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The office will regularly update the consent to photographs list.

The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Pupils Mobile Phones

Only Year 5 (summer term), and Year 6 pupils are allowed to bring a mobile phone to school if they are walking to and from school. We are a smartphone free school and encourage

parents not to buy their children a smartphone. Parents have to give written consent for a child to walk to and from school.

Mobile phones should be stored safely by the class teacher while the children are in school from first thing in the morning until the very end of the day. Children should not have access to their phone during the school day. No mobile devices such as smart watches should be worn by children in school.

The school acknowledges the significant challenges posed by children's unrestricted access to the internet via mobile phone networks (e.g. 3G, 4G, and 5G), which may enable them to access, share, or be exposed to harmful content without detection. This includes the consensual or non-consensual sharing of indecent images, peer sexual harassment through smart technology, and the viewing or distribution of pornography and other inappropriate material while on school premises. In response, the school is committed to working in close partnership with parents and carers to address these risks.

This includes providing guidance on how to manage mobile device use at home with information and parent webinars, signposting to relevant support services, and offering opportunities for parents to engage in discussions and training on digital safeguarding. By fostering open communication and shared responsibility, the school aims to support families in promoting safe and respectful online behaviour.

Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect and exploitation or exploitation. Only trained professionals should diagnose a mental health problem.

Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The two trained Mental Health Leaders are **Christie Waite** and **Rebecca Guest.**

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy. Staff should also use the schools guidance for staff on pupils with mental health and wellbeing and support parents with the document for supporting children's wellbeing and mental health for parents.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.
- "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.
- Upskirting will not be tolerated by the school.

Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

Forced marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to the MASH team, the police or the Forced Marriage Unit.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should 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 the child's

contact arrangements with birth parents or those with parental responsibility. They should also have 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 when necessary to safeguard these children, who are a particularly vulnerable group.

Our designated teacher is the DSL and we will work with the virtual head to support any looked after children or previously looked after children.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to MASH will be made as necessary where concerns are raised.

County Lines

For the purpose of this policy, "County Lines" refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons

- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern
- Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of '[Are you a young person with a family member in prison]' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will also be provided with the booklet '[Going to Court]' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Children who are LGBT

The fact that a child may be LGBT or those who are gender questioning is not a risk factor for harm. However a child who does identify as LGBT, or those who are gender questioning

could be targeted by other children. The school ensures that all children have a trusted adult that they can speak to and are regularly reminded of trusted adults in school.

Private Fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

A child missing from education

A child going missing from school is a potential indicator of abuse, neglect or exploitation and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Where children are deliberately missing education which is unexplainable and/or a persistent absentee. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

In line with the EYFS Framework (September 2025), the school monitors and follows up on absences where an EYFS child is absent for a prolonged period or where there is a concerning pattern of absence. Absences without notification from parents, carers, or emergency contacts are investigated, and professional judgement is used to determine whether the absence is prolonged.

The school has an Attendance Policy, shared with parents, which outlines expectations for reporting absences and the actions taken in response to unexplained or prolonged absence.

As per our Attendance Policy we notify the LA of any children missing in education, including those who have had 15 days absence.

Elective Home Education

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we would inform the LA immediately and recommend that CYC, the school and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

If we have concerns that this is not in the best interest of the child we would refer our concerns to the MASH team.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Preventing Radicalisation **(refer to Extremism and Anti Radicalisation Policy)**

In line with the Counter-Terrorism and Security Act (2015), due regard will be paid to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The school aims to build students’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". For the purpose of this policy, we have used the following definitions:

- **Extremism** – is defined as the holding of extreme political or religious views.
- **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.
- **Fundamental British Values** – are a set of expected standards by which people resident in the UK must live.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting people susceptible to radicalisation (Home Office, 22 February 2021, updated 06 August 2025) notes the following:

Paragraph 62 “There is no single way of identifying who is at risk of being radicalised into terrorism or supporting terrorism.

Factors may include:

- Peer or family pressure
- Influence to support an ideology from other people via the internet
- Bullying
- Being a victim or perpetrator of crime
- Anti-social behaviour
- Family tensions
- Hate crime
- Lack of self-esteem or identity
- Personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day to day behaviour becoming increasingly centred around an extremist ideology group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);
- Attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause, or ideology;
- Condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the schools wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The DfE's briefing note The use of social media for online radicalisation (DfE and Home Office, 1 July 2015) includes information on how social media is used to radicalise young people and guidance on protecting students at risk.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. Staff will complete the prevent training every two years.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher/DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme and use the below information to ensure support is available.

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Attendance

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

We check attendance and analysis patterns of attendance when we have any concerns. Where there are concerns we invite families into school to discuss their attendance and put a plan in place if necessary.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence
Sexual violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

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

The term “harmful sexual behaviour” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

In order to prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group

sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child on child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

For all LGBTQ pupils the class teacher will ensure that they know they can talk to them freely at any point. If children need to they can also have ELSA sessions to support them or speak to the Headteacher.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to MASH.

Support will be available if a crime may have been committed. Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to MASH. The DSL will be aware of the local process for referrals to both MASH and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Victims of sexual harassment or abuse will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a

professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.
- Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to MASH or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to MASH
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to MASH. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with MASH and any appropriate specialist agencies.

The DSL and governing body will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail Conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks. The school will work with MASH and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail. Where bail is deemed necessary, the school will work with MASH and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

Support from the School

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online). Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation. The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from MASH, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and MASH will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts. Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Pupils with SEND or at Alternative Provision

SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils. The school takes part in training led by CYC in regards to safeguarding children with disabilities.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Alternative Provision

The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff.

The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite.

If a child is placed with an alternative provision provider within the school day, it is St Paul's C of E Primary School's responsibility to safeguard that pupil and ensure full safeguarding checks on staff at alternative provision is carried out. This will include obtaining written conformation from providers on staff changes and safeguarding checks.

The school does not currently place students in Alternative Provision (AP), we recognise our safeguarding responsibilities should such provision be used in the future. Any use of AP will be subject to rigorous safeguarding checks and oversight, in accordance with statutory guidance.

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Concerns about a Staff Member

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher. The headteacher can contact the LADO for advice and support and decide whether this needs to be investigated or whether it is a low level concern. If the concern is with regards to the headteacher, it will be referred to the chair of governors or/and the LADO for advice and support if required and depending on the concern.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Whistleblowing Policy.

For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the DBS referral criteria.

On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the school will refer the case to the DBS as soon as possible.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to MASH or the LADO.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Low Level Concerns

As a school we have a clear procedure for confidentially sharing concerns.

Staff should speak to the Headteacher/DSL to report any low level concerns and these will be confidential but recorded and will need to be discussed with the member of staff without sharing the staff the concern came from.

The headteacher/DSL should be informed of all low level concerns and make the final decision on how to respond. We will consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Any low level concerns which are shared about supply staff and contractors should be notified to their employers; and we will consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).
- 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, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We aim to:

- encourage an open and transparent culture
- enable schools to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Concerns about a Schools Safeguarding Practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the school's or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

General guidance on whistleblowing can be found via:

- The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Admin and Admissions

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. All pupils should have more than one emergency contact number for each pupil.

The school will notify the LA within five days of when a pupil's name is added to the admissions register. The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information including safeguarding concerns

Pupils moving Schools

Where a pupil moves to a new school, the school will use CPOMS to securely transfer pupils' data. **Safeguarding information should be sent to the new school within five working days, this includes for our Year 6 pupils.** Where CPOMS can not be used, it will be printed and other children's names will be blocked out.

For in school moves, these records should be sent as soon as possible and a receipt should be obtained.

The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan, and is informed who the child's social worker is (and, for LAC, who the responsible VSH is).

As a school we always send a document to previous schools for any children starting school with us and ask for any safeguarding information and receipt of this information. We also ask nurseries for new Receptions for the same information.

Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Department believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 201039 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. Please see our Behaviour Policy for our positive behaviour policy including ‘positive handling’.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a yearly basis or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.

- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

Policy Monitoring

This policy is reviewed annually by the DSL/headteacher.

Any changes made to this policy by the headteacher/DSL will be communicated to all members of staff and the governing board.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. Staff will be asked to read and sign to say they have read this document.

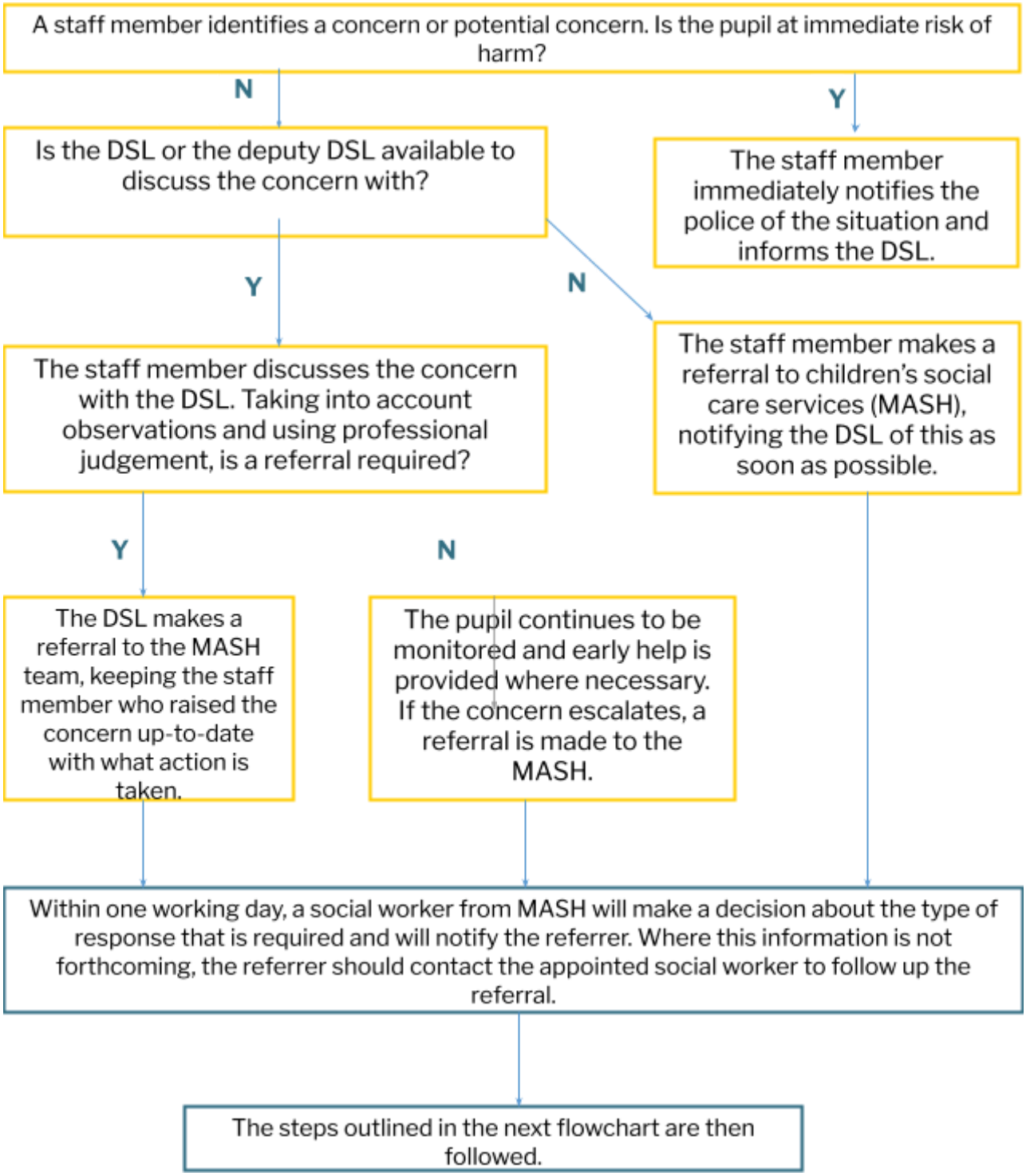
The next scheduled review date for this policy is **September 2026.**

Appendix 1 - Safeguarding Reporting Process

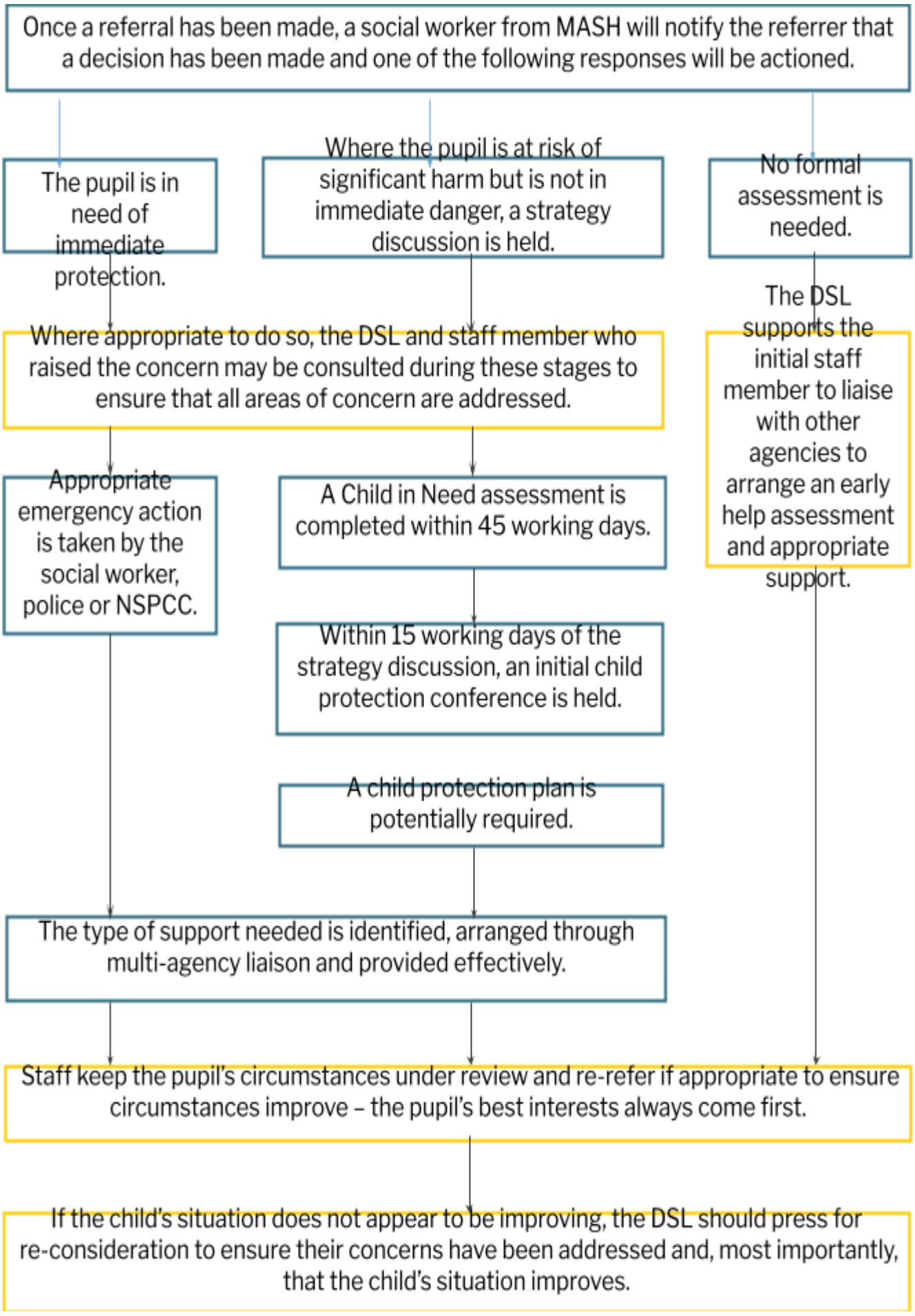
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



Appendix 2 - Multi Agency Safeguarding Hub - Referral Form

Multi Agency Safeguarding Hub - Referral Form

Referral Type (Select Yes or No)					
Choose an item.	**Children's Social Care**	Choose an item.	**Children's Health and Disability Team**	Choose an item.	**Early Help Service**
If threshold is not met for CSC intervention, has consent been given to pass to Early Help Coordinators to explore support for the family?		Choose an item.			

Child(ren) in the household								
Forename	**Surname**	**Date of Birth**	**Gender**	**Referring** (Select Yes or No)	**Contact number**	**Ethnicity**	**Religion**	**NHS Number**
			Choose an item.	Choose an item.		Choose an item.	Choose an item.	
			Choose an item.	Choose an item.		Choose an item.	Choose an item.	
			Choose an item.	Choose an item.		Choose an item.	Choose an item.	
			Choose an item.	Choose an item.		Choose an item.	Choose an item.	
			Choose an item.	Choose an item.		Choose an item.	Choose an item.	
Address								
Child(ren)'s first language or preferred means of communication			Is an interpreter or signer required?		Choose an item.			
					Details:			
Nationality								
Does the child(ren) have a disability?		Choose an item.	Details:					

Is the child(ren) privately fostered?	Choose an item.	Is the child(ren) adopted?	Choose an item.

Parents/Carers and other significant individuals									
Forename	**Surname**	**Date of Birth**	**Gender**	**Parental Responsibility** (please tick if yes)	**Address** (if different from above)	**Contact Number**	**Ethnicity**	**Religion**	**Relationship to referred child(ren)**
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	

Consent			
If a practitioner believes a child is at risk of significant harm, they have a duty to make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence. For all other referrals consent should always be sought from an adult with parental responsibility for the child (or from the child themselves if they are competent) before passing information about them to relevant services.			
How has consent been obtained?	Choose an item.	If not obtained provide reason:	Date consent obtained:
Have you informed the parent/carer/child about the reason for this referral?	Choose an item.	If yes, what is the parent/carer/child's view of the referral?	
Who has consent been obtained from?	Choose an item.		
	Name of person consent obtained from:		

Reason for referral
Please provide as much concise and evidence-based information as possible to help us in our assessment
Reason for referral *What is the impact on the child(ren)?*

What is going well for the child(ren)?
What support is currently in place for the child(ren)?

Family Early Help Assessment (EARLY HELP PLAN) *Please provide copies of documents*	Choose an item.	Education Health Care Plan (EHCP)	Choose an item.	My Support Plan (MSP)	Choose an item.

What needs to change or would help the child(ren)?

Are there any concerns of going missing from home?	Choose an item.	Further information can be found at **www.saferchildrenyork.org.uk**
Are there any concerns of exploitation?	Choose an item.	If Yes, please complete the exploitation screening tool and attach with referral **(available at www.saferchildrenyork.org.uk)**
Are there any concerns of neglect?	Choose an item.	If Yes, please complete the neglect screening tool and attach with referral **(available at www.saferchildrenyork.org.uk)**

Currently involved services				
Role	**Full name**	**Contact number**	**Email address**	**Address and postcode**
Adult Mental Health				
Adult Social Care				
Adult Substance misuse				
Child substance misuse				

CAMHS				
Childcare Setting				
Dentist				
Early Help Service				
Education Provider				
GP				
Housing				
Local Area Coordinator				
Midwife				
Paediatrician				
Youth Justice Service				
0-19 Healthy Child Service				
5-19 Health Child Nurse				
Other, please specify				

Referrer's details					
Date of referral		**Time of referral**		**Type of Referral**	Choose an item.
Name of referrer			**Role**		
Agency address			**Contact number**		
Email address			**Other relevant information to note**		

If referring for Children's Social Care support please send to MASH@york.gov.uk

If there are concerns about a child or young person at level 4 where the child is considered to be at risk of harm ***make direct contact*** on 01904 551900 or Police (999 in an emergency) and complete this form once the immediate concerns have been addressed.

If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 01904 551900 and press option 1 – there is no need to use this form.

If referring for Early Help support please send to earlyhelp@york.gov.uk

Appendix 4 – External Guidance and Support

Expert organisations

- Barnardo's
- Lucy Faithfull Foundation
- NSPCC
- Rape Crisis
- University of Bedfordshire: Contextual Safeguarding
- UK Safer Internet Centre

Support for victims

- Anti-Bullying Alliance
- MoJ Victim Support
- Rape Crisis
- The Survivor's Trust
- Victim Support

Toolkits

- Brook
- NSPCC
- Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire

Further information on confidentiality and information sharing

- Gillick Competency Fraser Guidelines
- Government Information Sharing Advice
- Information Commissioner's Office: Education
- NSPCC: Things to Know and Consider

Further information on sexting

- UK Council for Child Internet Safety: Sexting Advice
- London Grid for Learning – Collection of Advice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)

Support for parents

- Parentzone
- Parentsafe – London Grid for Learning
- CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact
- CEOP Thinkuknow – Supporting Positive Sexual Behaviour

Appendix 5 – Online Safety External Guidance and Support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning

Support for children

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

Parental support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

Appendix 6 – CYC Level of Need

Appendix 7 – Key Contacts Continued

Prevent Support and Advice

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:

020 7340 7264 and counter-extremism@education.gsi.gov.uk

Local police, as above, or non-emergency number: 101

North Yorkshire Police Prevent Team 0800 011 3764

Reporting online: Report online material promoting terrorism or extremism

Prevent Duty Statutory Guidance: for England and Wales 2023. It can be downloaded at Prevent duty guidance - England and Wales (2023) (Home Office, 31 December 2023, updated 06 March 2024)

Channel Guidance can be downloaded at

Channel and Prevent Multi-Agency Panel (PMAP) guidance (Home Office, 22 February 2021, updated 06 August 2025)

Non-statutory supplementary advice

The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE, 24 October 2022, updated 07 September 2023)

Ofsted

0300 123 1231

To inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (where the allegations relate to harm or abuse committed on the premises or elsewhere) Report a serious childcare incident (Ofsted, 19 February 2020, updated 19 August 2022)

Notification to Ofsted of Early Years Provision Incident Form available at: Report a serious childcare incident

Whistleblowing

Ofsted Whistleblowing Hotline 0300 123 3155

Email: whistleblowing@ofsted.gov.uk

Write: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

NSPCC Whistleblowing Helpline (worried about a child) 0808 800 5000

Email: help@nspcc.org.uk

NSPCC Whistleblowing Helpline (worried about workplace safeguarding practices) 0800 028 0285

Email: help@nspcc.org.uk

Website: Whistleblowing Advice Line | NSPCC

If you think a child is in immediate danger – do not delay. Call the Police on 999.