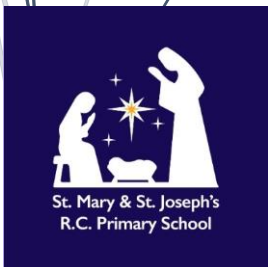


*Being different, Belonging Together in the family of God*

**Safeguarding Children and Child  
Protection Policy**

2025

St Mary and St Joseph's  
RC Primary School



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REVIEW DATE: SEPTEMBER 2025

APPROVED BY GOVERNORS DATE:

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## **1. Scope, Purpose and Aims**

- The purpose of this policy is to ensure every child who is a pupil at our school is safe and protected from harm.
- Safeguarding and promoting the welfare of children is everybody's responsibility.
- This policy therefore applies to all school staff including supply and agency staff, and volunteers and gives clear direction on how to safeguard children effectively.
- This policy aims to give clear direction to all staff, governors and parents about our moral and statutory responsibilities to safeguard and protect children.
- Our school is committed to ensuring that those children who are at risk of, or experiencing significant harm or abuse, are supported and that swift and effective action is taken to ensure they are protected.
- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils at St Mary and St Joseph's RC primary School and endeavour to provide a safe and welcoming environment where children are respected and valued.
- Our school fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection.
- This, and associated policies, will be reviewed annually and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- This policy will be available publicly via the school website and paper copies can be provided upon request.
- Where it is believed that a child is at risk of suffering of or is suffering significant harm, the school will follow the procedures set out by our Local Safeguarding Children Partnership arrangements

## 2. Definitions

- **Safeguarding** is defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge
  - Protecting children from maltreatment, whether that is within or outside the home, including online
  - Preventing the impairment of children’s mental and physical health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes
- **Child Protection** is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- **Abuse** is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
- **Child/ren** refers to anyone who is under the age of 18.
- **Staff** refers to all those working on behalf of the school, full time or part time, in either a paid or voluntary capacity, including supply and agency staff.
- **Parent/ Carer** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardians.
- **Governors** refers to individual governors, governing bodies and boards and in the case of academies, this refers to proprietors.
- **Children Missing Education:** All children of compulsory school age who are of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
- For the purposes of this document we define **Children Missing Education** as:
- All children of compulsory school age who are:
  1. Not on a school roll or receiving a suitable education otherwise than at a school
  2. On the roll of a school but where they have been absent for 10 consecutive days following an agreed leave of absence and no contact has been received from parents.
- For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.
- For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding,

drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

- For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.
- For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.
- For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:
  1. Rape
  2. Assault by penetration
  3. Sexual assault
  4. Causing someone to engage in sexual activity without consent
- For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include but is not limited to:

Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.

Sexual “jokes” and taunting.

Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.

Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.
- For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting
  - For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:
    1. Nude or semi-nude sexual posing
    2. A child touching themselves in a sexual way
    3. Any sexual activity involving a child
    4. Someone hurting a child sexually
    5. Sexual activity that involves animals
  - Indecent images also include indecent “**pseudo-images**”, which are images have been created or manipulated using computer software and/or AI.
  - For the purpose of this policy, “**Child on Child**” Abuse is abuse where children abuse other children. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.
  - **Victims and alleged perpetrator(s)**

**Victim** – is widely recognised and understood term. As a school, it is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. As a school we are conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

**Alleged perpetrator(s) and perpetrators** - These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, as a school we carefully think about terminology, especially when speaking in front of children,

not at least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

- Prevention and early support: St Mary & St Joseph's are committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:
  - Put the child's needs first;
  - Provide children with a voice;
  - Promote identification of early help;
  - Encourage multi-agency working and sharing of information.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/ family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

- **Child Protection:**

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements. [https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind\\_cases](https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases)

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

**Protection:** All staff and volunteers are trained to recognise and respond to child protection issues such as abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm.

**Vulnerable Adults** refers to adults who are parents or carers who have care and support needs who may also be at risk of abuse and neglect. The school will ensure they follow procedures outlined by the Local Safeguarding Adult Board [www.lsab.org.uk](http://www.lsab.org.uk) and seek advice from the **Adult Safeguarding Team** on **01254 585949**

**Children's Safeguarding Assurance Partnership (CSAP)** refers to the combined partnership arrangements (replacing LSCBs) between Blackburn with Darwen, Blackpool and Lancashire Local Authorities, Health and Lancashire Constabulary that support and enable local organisations to work together in a system that delivers positive outcomes and working relationships (as identified in **Working Together to Safeguard Children 2023**).

**Human Rights** – this sets out the fundamental rights and freedoms that everyone in the UK is entitled to. Under the HRA, it is unlawful for our school to act in a way that is incompatible with the Convention. For further see guidance KCSIE 2023.

**Equality Act 2010** – We as a school have an obligation under the Equality Act 2010, not to unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. We support our pupils

through teaching the statutory Relationships Education, Relationship and Sex Education and Health Education.

**Public Sector Equality Duty** – This is a legal requirement to foster good relations between those who share a relevant protected characteristic and those who do not. This duty protects all characteristics and means whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism.

### **3. Ethos and Culture of Safeguarding**

- Everyone at our school will endeavour to create and maintain an ethos where pupils feel valued, respected and secure.
- Children are encouraged to communicate freely with any member of staff about any concerns or worries they may have. They will be listened to and supported in a way that is appropriate to their level of need.
- We recognise that staff at our school play a particularly important role in safeguarding children as they are in a position to identify concerns early and therefore prevent concerns from escalating.
- Staff will therefore maintain an attitude of 'it could happen here' where safeguarding and abuse is concerned and demonstrate professional curiosity.
- School will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.
- All stakeholders will contribute to a whole school approach to safeguarding that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- Governing bodies and proprietors will create a culture that safeguards and promotes the welfare of children in their school.
- Leaders will create the right culture and environment so that staff feel comfortable to discuss matters which may have implications for the safeguarding of children, both within, and outside of the school or college.
- Governors and leaders will create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.
- There will be a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated.

#### **4. Curriculum**

- Children will be taught about how to keep themselves and others safe, including online.
- Our curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities (SEND).
- All primary pupils will receive Relationships Education which includes explicit teaching about healthy and respectful relationships. Our School uses TenTen scheme of work as approved by Salford Diocese.
- All pupils will receive Health Education which teaches them how to keep physically and mentally healthy. We hold an annual Health Mind, Body and Spirit week in which pupils have a variety of workshops on how to keep healthy.
- This education will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities.)
- When planning the curriculum, online safety should be considered as part of a whole school approach to keeping children safe online.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and should therefore be included. This is taught through TenTen.
- We actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.

#### **5. Safer recruitment**

- School has in place robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.
- School demonstrates its commitment to safeguarding throughout all its recruitment processes such as:
  - Advert
  - Application form
  - Shortlisting
  - Checking employment history and references
  - Interview and selection
- Appropriate pre-employment vetting and checks will be undertaken to help identify whether a person may be unsuitable to work with children or is legally prohibited.
- All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks. These are:
  - Verification of a candidate's identity
  - An enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
  - When using the DBS update service, the original physical DBS certificate will be checked

- Verification of the candidate’s mental and physical fitness to carry out their work responsibilities
  - Verification of the person’s right to work in the UK, including EU nationals.
  - A prohibition from teaching check
  - Checks on people who have lived or worked outside the UK
  - A check of professional or essential qualifications
  - Checks to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified under the 2018 Childcare Disqualification Regulations.
  - A check to see if a Section 128 direction has been issued for an individual participating in the management of the school (if an independent school, including academies and free school) or holding or continuing to hold office as a governor of a maintained school.
- A single central record of pre-appointment checks is maintained.
  - The single central record includes all staff, including teacher trainees on salaried routes agency and third-party supply staff, even if they work for one day.
  - The single central record indicates when pre-employment checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained.
  - Written notification is obtained from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform, including supply staff.
  - This written notification confirms the certificate has been obtained by either the employment business or another such business.
  - The date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff is included on the single central record.
  - Where the agency or organisation has obtained an enhanced DBS certificate which has disclosed any matter or information, a copy of the certificate is obtained from the agency.
  - The details of an individual are removed from the single central record once they no longer work at the school.
  - School do not keep copies of DBS certificates.
  - A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications is kept in an individual’s personnel file.
  - We ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.
  - The identity of contractors is checked on arrival at the school.
  - When applicants for initial teacher training are salaried by the school, we ensure that all necessary checks are carried out. This includes an enhanced DBS check with children’s

- Assurances are obtained that the appropriate level of DBS check has been undertaken for visitors who attend school in a professional capacity. Their ID is checked upon arrival at school.
- When such assurances cannot be obtained school will check the DBS certificate and corresponding ID.
- Risk assessments are undertaken on all volunteers working at the school.
- All governors have an appropriate level of DBS check.
- New checks on existing staff will only be undertaken when:
  - an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children.
  - there has been a break in service of 12 weeks or more, or
  - there are concerns about an individual’s suitability to work with children.

#### **Referral to the DBS**

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, contractors and self-employed workers. The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

### **6. Safeguarding Induction and Training**

- All staff will undergo safeguarding training (including domestic abuse, neglect, prevent, CSE, CCE, contextual safeguarding and online safety) and information governance at induction.
- Induction will include:
  - An explanation of systems within their school or college which support safeguarding
  - This safeguarding and child protection policy
  - The school behaviour policy
  - Staff behaviour policy / code of conduct
  - The schools safeguarding response to children who go missing from education
  - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Prevent training will be included in staff induction. Prevent training is available via BWD MeLearning and sessions are available to book via The Prevent Team. It is recommended that staff complete the face to face prevent training as delivered by the prevent team as it provides bespoke education guidance and local information.

- All staff will receive Prevent awareness training in accordance with Home Office advice or as informed by the school's prevent risk assessment/ PREVENT policy. This will be updated at least biennially.
- <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- [Prevent duty guidance: Guidance for specified authorities in England and Wales](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK](#)
- Copies of the above policies along with a copy of the most recent Part One of Keeping Children Safe in Education will always be available for staff.
- All staff will receive regular and relevant safeguarding and child protection training which is updated regularly.
- All staff will receive safeguarding and child protection (including online safety) updates, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff will receive Prevent awareness training in accordance with Home Office advice or as informed by the school's Prevent risk assessment (see attached) PREVENT policy (see attached).
- Prevent training as delivered by the Prevent Team will be face to face, as it provides more bespoke education guidance.
- This will be updated at least biennially
- <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction and annual updates.
- This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- In addition, governors should also attend bespoke governor Prevent training which is provided by BwD governor services.
- All those involved with the recruitment and employment of staff to work with children will receive appropriate safer recruitment training, the substance of which should at a minimum cover the content of Part three of Keeping Children Safe in Education. At least one member of any interview panel must have completed this training.
- The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- In addition to this formal training the designated safeguarding leads' (and any deputies') knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role and the community.
- The designated safeguarding lead (and any deputies) will undertake Prevent awareness training.

- DSLs will receive training that enables them to have a good understanding of Harmful Sexual Behaviour.
- The DSL and deputy DSLs will undergo child protection and safeguarding training which is updated at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:
  - The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
  - How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
  - The importance of providing information and support to CSCS.
  - The lasting impact that adversity and trauma can have.
  - How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
  - The importance of internal and external information sharing.
  - The Prevent duty.
  - The risks associated with online safety, including the additional risks faced online by pupils with SEND.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school approach to safeguarding and wider staff training and curriculum planning.

Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities.

## **7. Single Central Records**

- The school keeps an SCR which records all staff, including agency and third-party
- The following information is recorded on the SCR:
  - An identity check
  - A barred list check
  - An enhanced DBS check
  - A prohibition from teaching check
  - A check of professional qualifications, where required

A check to determine the individual's right to work in the UK

Additional checks for those who have lived or worked outside of the UK

- A section 128 check for those in management positions and Governors
- For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.
- The school is aware that self-employed people are not able to make an application directly to the DBS on their own account. When employing the services of self-employed workers and contractors, the school will consider obtaining the DBS check on their behalf, and recording this information on the SCR.
- If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.
- Written confirmation that supply agencies have completed all relevant checks will also be included.
- The school is free to record any other information it deems relevant.
- The details of an individual will be removed from the SCR once they no longer work at the school.

## **8. Roles and Responsibilities**

**All Staff have a responsibility to:**

- All staff working with children are advised to maintain an attitude of 'it could happen here'. IN a school setting, outside of a direct (child or parent) or indirect disclosure (3<sup>rd</sup> party raising concerns), indicators of unmet need, welfare concerns, abuse or neglect will demonstrate in a child's attainment, behaviour and/ or attendance.
- All staff will read at least Part One of Keeping Children Safe in Education **2025** and demonstrate their understanding in their practice.
- All staff will contribute to a safe environment in which children can learn.
- All staff can identify children who may benefit from early help, be aware of their local early help process and understand their role in it.
- All staff are expected to complete safeguarding induction.
- All staff are expected to attend annual safeguarding training relevant to their role.
- All staff should be aware of the process for making referrals to local authority children's social care, through the Multi Agency Safeguarding Hub (MASH).
- All staff should be aware of the process for statutory assessments under the Children Act 1989, especially section 17 (Children in Need) and section 47 ( a child suffering, or likely to suffer, significant harm) that may

follow a referral, along with the role they might be expected to play in such assessments.

- All staff should know what to do if a child tells them they are being abused, exploited or neglected.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.
- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and should challenge inappropriate behaviours between children that are abusive in nature.
- 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 or exploitation.
- All staff should be aware of the indicators that make children more vulnerable to risk e.g. SEND, gender orientation.
- All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.
- All staff should have the skills, knowledge and understanding to keep looked after children and previously looked after children safe.
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime.

### **Teachers, including the headteacher, have a responsibility to:**

1. Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
2. Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

### **Governors Responsibilities and duty to:**

- Governing bodies and proprietors must have regard to Keeping Children Safe in Education **2025**, ensuring policies, procedures and training in schools or colleges are effective and always comply with the law.
- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

- Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding (including online) training at induction.
- Governing bodies and proprietors should review the school Child Protection & Safeguarding policy annually and complete annual safeguarding training and updates.
- Governing bodies and proprietors should ensure that those staff who work directly with children read at least part one of Keeping Children Safe in education.
- Governing bodies and Proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the public sector Equality Duty), and their local multi-agency safeguarding arrangements.
- Governing bodies and proprietors should carefully consider how they are supporting their pupils and students regarding protected characteristics – including age, sex, race, sexual orientation, gender reassignment, religion or belief, pregnancy and disability.
- Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding.
- Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.
- Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post.
- Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2023.
- Governing bodies and proprietors recognise the importance of information sharing between practitioners and local agencies.
- Governing bodies and proprietors should ensure that all staff undergo safeguarding (including online safety, which amongst other things, includes the understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.
- Governing bodies and proprietors must ensure that appropriate filters and monitoring systems are in place and regularly review the effectiveness of these.
- Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding.
- When governing bodies and proprietors hire or rent out school or college facilities/ premises to organisations or individuals they should ensure that appropriate arrangements are in place to keep children safe and review the lettings policy as a result.
- Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems.

- Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher for looked after children.
- Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

**The Headteacher has a duty to:**

- 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.
- Provide staff with the appropriate policies and information upon induction.

**The DSL has a duty of:**

- The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description.
- The designated safeguarding lead will keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.
- When a child leaves school, the designated safeguarding lead will transfer the child protection file to the new school or college within 5 days.
- The designated safeguarding lead liaises with the designated teacher, SENCO, Mental Health Lead/ First Aiders, and other staff to ensure those children who are potentially at greater risk are safeguarded effectively.
- The designated safeguarding lead will raise awareness of safeguarding throughout school by:
  - Ensuring all staff read and understand this policy and at least part one of Keeping Children Safe in Education 2025
  - Updating this policy at least annually
  - Ensure this policy is available publicly
  - Ensuring that parents know about school's duty to refer suspected cases of abuse
  - Linking with DSL networks and the local authority to make sure staff are aware of any opportunities for training and increasing knowledge of local agencies available to support children and families.
- The designated safeguarding lead will provide support to staff to carry out their safeguarding duties.
- The designated safeguarding lead will liaise closely with other services such as local authority Children's Social Care and Early Help.
- The designated safeguarding lead (and any deputies) will access and engage with training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- The designated safeguarding lead (and any deputies) will undertake Prevent awareness training. This training will be updated in accordance with schools Prevent risk assessment and BwD Safeguarding Children Partnership advice. See PREVENT section below.

- The designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral. See PREVENT section below.
- The designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their family/home.
- The designated safeguarding lead or deputy will always be available, during school hours to discuss safeguarding concerns.
- The designated safeguarding lead (and deputies) will lead on liaising with other agencies and setting up an Early Help assessment/ CAF as appropriate.
- The designated safeguarding lead (and deputies) will take a leading role on cases of child-on-child abuse and liaise with other agencies such as the police and children's social care in determining how to manage such cases.
- The designated safeguarding lead will be aware of the local response to sexual violence and sexual harassment between children.

The SENDCO has a responsibility for promoting the educational achievement of LAC and PLAC, 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.

## **9. Multi Agency Working**

- The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.
- The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.
- The school will work with CADS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.
- Where a need for early help is identified, the school will allow access for CADS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

## **10. Operation Encompass**

- Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed by the police when there has been an incident of domestic abuse to which the child or young person has been exposed.

- School will also receive Police Safeguarding reports (PSRs) following police attendance at any incident of a safeguarding nature involving family where children are present. These are detailed accounts which should **only** be shared in their entirety with DSLs.
- When an Operation Encompass notification is received by school it is transferred onto school's recording system with actions linked to the notification.
- Upon Receipt of a PSR, this should **not** be copied in its entirety onto the child's record. However, a summary of the information and any actions taken can be recorded on the child's file, for example 'PSR received regarding an assault in the property- XX witnessed'.
- The DSL/ Key Adult will conduct an individual assessment of the child's needs and decide on any school routine modifications that need to be made.
- If there are additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, a referral to the MASH will be made.

## 11. Information sharing

- 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 a child in need, a child with a protection plan or a looked after child.
- Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- Where children leave school, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
- [Information sharing advice for safeguarding practitioners - GOV.UK](#) supports staff who have to make decisions about sharing information.
- It is recommended that education professionals read [Data protection in schools - Guidance - GOV.UK](#) It is aimed at staff, governors and trustees, and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.
- DPA and UK GDPR do not prevent the sharing of information for purpose of keeping children safe and promoting their welfare.
- Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

## 12. Early Help

Early help means providing support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Early help occurs 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:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care, education or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have a parent/carer in custody, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Has experienced multiple suspensions is at risk of permanent exclusion.
- Show early signs of abuse and/or neglect in other ways.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSAP for assessment for statutory services if the pupil's situation is not improving or is worsening.

You can find more detail information on Early help in the Working together to Safeguard children guidance, which includes a more comprehensive list of indicators that a child may need early help.

### **13. Abuse, Neglect and Exploitation**

- All staff will be aware of the indicators of abuse, neglect and exploitation and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.
- All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

### **14. Specific Safeguarding issues**

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

### **15. Child on Child Abuse**

#### **Child on Child Abuse**

- For the purposes of this policy "Child on Child abuse between children.
- All child-on-child abuse is unacceptable and will be taken seriously by all staff.
- Child-on-child abuse is most likely to include, but is not be limited to:
  - Bullying, including online (Cyberbullying), prejudice-based and discriminatory bullying
  - Abuse in intimate personal relationships (teenage relationship abuse)
  - Physical abuse which can include 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. This may include an online element of sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in any sexual activity without consent.
- Initiation- and hazing-type violence and rituals, which can 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.
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting, which typically involves taking a picture under a person's clothing without their permission.
- At this school we minimise the risk of child-on-child abuse by:
  - Developing and maintaining respectful and trusting relationships with all children
  - Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
  - Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
  - Creating a culture with a zero-tolerance approach to abuse
  - Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes
  - Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies
- Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by speaking to the Pupil or by other means e.g. worry boxes, nurture sessions (group or individually).
- Particular consideration will be given to how children with SEND are able to report concerns.
- We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of 'it could happen here' with regards to child-on-child abuse.
- All victims of child-on-child abuse will be reassured that they are being taken seriously.
- All adults in school take concerns and allegations of child-on-child abuse seriously and will refer the concern to the DSL (or deputy) as soon as practically possible.
- All staff will record of the concern or allegation of child-on-child abuse using the school's record keeping system (CPOMS).
- DSLs will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.
- When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:

- informing parents or carers (unless this would put the victim at greater risk)
- a referral to local authority children’s social care if a child is at risk of harm, is in immediate danger, or has been harmed, and
- when a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.
- When there has been a report of **sexual violence**, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.
- When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required.
- Risk assessments will be documented and kept under review.
- The designated safeguarding lead (or a deputy) should engage with local authority, police and children’s social care specialist services as required [5.31 Peer Abuse \(proceduresonline.com\)](#)
- In cases of consensual and non-consensual sharing of nude and semi-nude images and/or videos, the key consideration is for staff not to view or forward such images of a child.
- Staff should follow the guidance [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK](#)
- The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:
  - Internal pastoral support
  - Early Help Assessment/CAF
  - Referral to specialist services such as Local Authority children’s social care

## 16. Children potentially at greater risk of harm

Whilst ALL children require safeguarding and protecting, some groups of children, are potentially at greater risk of harm than others.

- **Children who need a social worker (Child in Need and Child Protection Plans)**  
Where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.
- **Children missing from education and children absent from school**
  - It is recognised that when children go missing from education, particularly persistently, this can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county lines.
  - When a child goes missing from education, local CME procedures will be followed to safeguard the child and help prevent the risk of them going missing in the future.
  - Further information, guidance and the local procedure for referring CME is attached.
- Children who are absent for repeated or prolonged periods of time can be at risk of a range of safeguarding possibilities. Further information and guidance to improve

attendance can be found in [Working together to improve school attendance \(publishing.service.gov.uk\)](#) to support early intervention and prevent the child going missing in the future.

- **Elective Home Education (EHE)**
  - Home education can mean some children are less visible to the services that are there to keep them safe.
  - Leaders, including the DSLs and any deputies will familiarise themselves with DfE guidance [Elective home education - GOV.UK \(www.gov.uk\)](#)
  - Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DSL will be informed and will endeavour to co-ordinate a meeting with the LA and other key professionals and parents/carers where possible.
  - This is particularly important when the child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.
- **Children requiring mental health support**
  - Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
  - Staff will recognise and respond to indicators that a child may require mental health support and alert the DSL as with any other safeguarding concern.
  - DSLs will be aware of and source appropriate mental health support using referral systems and escalation where necessary.
- **Looked after children and previously looked after children**
  - We ensure that staff have the skills knowledge and understanding to keep looked after and previously looked after children safe.
  - We promote the educational achievement of registered pupils who are looked after, by working with the local authority and appointing a designated teacher for these children.
- **Children who are lesbian, gay, bi, or trans (LGBTQ+)**

We endeavour to reduce the additional barriers faced by children who are LGBT and provide a safe space for them to speak and share their concerns with a member of staff.
- **Children with special educational needs and disabilities (SEND)**
  - We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Such barriers include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
  - communication barriers and difficulties in managing or reporting these challenges.

**Commented [VW1]:** To address the new term of children absent from school in KCSIE

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- We therefore consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
- DSLs liaise with relevant staff, in particular the SENCO when there is a safeguarding concern for a child with SEND.
- Children 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.

[https://panlancashirescb.proceduresonline.com/chapters/p\\_visit\\_prison.html](https://panlancashirescb.proceduresonline.com/chapters/p_visit_prison.html)

#### **Children in the Court System**

- [https://panlancashirescb.proceduresonline.com/chapters/p\\_sg\\_youth\\_justice\\_sys.html](https://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html)
- <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

### **17. Online Safety**

- It is essential that children are safeguarded from potentially harmful and inappropriate online material.
- We recognise that there are unique risks associated with online safety and the designated safeguarding leads have the relevant knowledge and up to date capability required to manage such risks.
- Through our broad and balanced curriculum, children are taught about safeguarding, including in relation to online safety.
- Online safety is a running and interrelated theme in our whole school approach to safeguarding, including training for all staff.
- There are effective mechanisms in place to identify, intervene in, and escalate any online safety concerns.
- There is an effective Online Safety Policy in place which outlines such mechanisms in greater detail. The Policy is reviewed annually to ensure developments in technology are reflected and address the potential risk these developments may bring. The online safety policy can be viewed via our schools website.
- Our School approach to online safety is based on addressing the following four categories of risk
- Report received from Schools Broadband, highlighting causes of concerns. Staff to investigate and report to the Governing body or escalate to DSL. Online Safety Incident Report Form completed.

**Content** - being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

**Contact** - being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

**Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce - risks such as

online gambling, inappropriate advertising, phishing and/or financial scams

- The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, 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 online. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.
- Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.
- School have an effective filtering and monitoring system to identify online misuse. Reports are received daily to SLT to action and investigate.
- School can use the DfE tool to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them. [Plan technology for your school - GOV.UK](#)
- School will keep up to date with developments in the use of Artificial Intelligence (AI) and refer to BwD and DfE support including <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations> to use generative AI safely, ensuring filtering and monitoring systems are applied to AI in education.

#### **Communicating with parents**

- As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.
- The school will also make it clear to parents what their children are being asked to do online for school.

#### **Reviewing online safety**

- The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

#### **Personal electronic devices**

- The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.
- 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 and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.
- Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

#### **Upskirting**

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "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
- Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### **18.Procedures and Referrals**

- In addition to general duties and responsibilities to safeguard and protect children, there are certain circumstances where a specific procedure is required.

#### **Child Protection**

- Under section 47(1) of the Children Act 1989, 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.
- If, at any point there is a risk of immediate serious harm to a child a referral should be made to the police or CADS immediately. Anybody can make a referral.
- **Referral to children's social care**  
**Telephone Blackburn with Darwen Borough Council's Children's Advice and Duty Service (CADS) 01254 666400**
- [Making a Referral to Children's Social Care \(proceduresonline.com\)](https://www.blackburn.gov.uk/childrens-social-care/proceduresonline.com)
- A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

- If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

#### **Consent from parents/carers**

- The school will normally seek to discuss any concerns about a pupil with their parents/carers if it is safe to do so, and ask for consent to share information and concerns with other agencies e.g. Children's Advice and Duty Service (CADS). Tell them what information you are going to share, who with and why you think it is the right thing to do.
- Where the child is in the care of the local authority the DSL should liaise with the Designated Teacher regarding relevant consents/contacts. In the event of any safeguarding concerns arising for children with an allocated social worker the allocated social worker/team/ manager would be contacted in the first instance to share these concerns
- (Consent is not necessary if the DSL is requesting advice from CADS without sharing any information about the child/family involved.)
- However, if the DSL believes that informing parents would increase the risk of harm to the child or put anyone else at risk, or cause an unjustifiable delay in making the referral, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FI)).

#### **In summary:**

##### **You need consent to:**

- Make a referral or request for a service to another agency or arrange a multi-agency meeting
- Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details

##### **You do not need consent to:**

- Have a conversation with the Children's Advice and Duty Service (CADS) or Designated Safeguarding Lead within your organisation where you do not share identifiable details of the family.

##### **You do not need consent, nor should you delay, but should, wherever possible, inform the family when:**

- You are concerned that a child/young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

##### **Key points for staff to remember for taking action are:**

- In an emergency take the action necessary to help and protect the child, for example, call 999;

- Report your concern to the DSL as soon as possible;
- Do NOT start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

**If a pupil discloses to you**

- It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; they may believe, or have been told, that the abuse is their own fault; or they may be worried about their own actions (e.g. using social media whilst under 13 years old).
- If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they highlight this immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

**During their conversations with the pupils, staff will:**

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on CPoMs or the record of concern form and hand it to the DSL;

- Seek support if they feel distressed.

**You need consent to:**

- Make a referral or request for a service to another agency or arrange a multi-agency meeting
- Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details

**You do not need consent to:**

- Have a conversation with the Children’s Advice and Duty Service (CADS) or Designated Safeguarding Lead within your organisation where you do not share identifiable details of the family.

**You do not need consent, nor should you delay, but should, wherever possible, inform the family when:**

- You are concerned that a child/young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.

**Allegations**

- All concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors should be reported to the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.
- Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.  
[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)
- **Referral to the Local Authority Designated Officer**  
The Headteacher and/or Chair of Governors must discuss allegations with the Local Authority Designated Officer (LADO).
- **Low-Level Concerns**  
Concerns about conduct which do not meet the harm threshold must still be referred to the school DSL/headteacher in a timely manner.
- **Referral to the DBS (Disclosure and Barring Service)** must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- **FGM Mandatory Reporting Duty**  
There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out. It will be rare for teachers to see visual evidence of FGM, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an

act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

[Female Genital Mutilation \(proceduresonline.com\)](https://www.proceduresonline.com)

- **Referral to Prevent and Channel Panel**

The designated safeguarding lead (or deputy) will consider a referral to Prevent when there are concerns about a child being radicalised.

[radicalisation \(proceduresonline.com\)](https://www.proceduresonline.com).

## 19. Record Keeping

- An important part of safeguarding is ensuring that detailed, accurate and secure written records of concerns and referrals are kept and including rationale for those decisions and whether or not referrals have not been made .
- The record keeping system used in our school is: CPOMS for Teachers and Support staff. Concern Forms for Welfare staff, Catering and Site staff.
- Staff will receive relevant information and training at induction and when required that enables them to use the school’s record keeping system effectively.
- All safeguarding and child protection concerns, discussions and decisions made and the reasons for those decisions, will be recorded on CPOMS for Teachers and Support staff. Concern Forms for Welfare staff, Catering and Site staff.
- Records should include:
  - a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved, and
  - a note of any action taken, decisions reached and the outcome
  - pupil voice where appropriate
- Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them.
- If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.
- Child protection information will be stored and handled in line with guidance from the [Information Commissioner’s Office](https://www.informationcommissioner.gov.uk) and UK GDPR requirements.
- If in doubt about recording requirements, staff will discuss this with the designated safeguarding lead (or a deputy).
- Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.
- Confirmation of receipt of the child protection file should be obtained and retained by the school the child has left.

## 20. Communication and Confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.
- All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- Where there is an allegation or incident of sexual abuse or sexual 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.
- 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 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.
- Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. 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, 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.

## 21. Context of Safeguarding Incidents

- Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. 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 CADS.

## 22. The Use of School Premises

- Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.
- Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

### Extracurricular activities and clubs

- External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CADS or the police, if necessary.
- All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

## 23. Alternative provision

- 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. We should be satisfied that the place meets the pupils needs.

- Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

#### **24. Work Experience**

- When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

#### **25. Concerns about school safeguarding practices**

- 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).

#### **26. Safeguarding concerns and allegations of abuse against staff**

- An allegation that may meet the harm threshold refers to anyone working in the school, including supply teachers, volunteers and contractors that has:
  - behaved in a way that has harmed a child, or may have harmed a child and/or
  - possibly committed a criminal offence against or related to a child, and/or
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- When any such an allegation is made CSAP procedures will be followed. [6.4 Allegations Against Persons who Work with Children \(including Carers and Volunteers\) \(proceduresonline.com\)](#)
- A concern or allegation that does not meet the harm threshold (low-level concern) refers to anyone working in the school, including supply teachers, volunteers and contractors that have acted in a way that:
  - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
  - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.
- All staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others.
- All staff will report any low-level safeguarding concerns to the DSL (or a nominated person (such as a values guardian/safeguarding champion)), or with the headteacher/Governor.

- Unprofessional behaviour is challenged, and support is given to the individual to correct it at an early stage.
- Low-level concerns are managed sensitively and proportionately.
- Low-level concerns can help identify any weakness in the school or colleges safeguarding system.
- Employers of supply staff and contractors will be notified of any low-level concerns relating to their employees.
- If there is any doubt as to whether a reported low-level concern meets the harm threshold, advice will be sought from the LADO.
- Referral to the DBS (Disclosure and Barring service) Must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

## **27. Associated Policies**

- Code of Conduct / Staff Behaviour Policy
- Confidentiality & Information Sharing
- Online Safety Policy
- Acceptable Use of IT / Social Media Policy
- Improving Attendance Policy
- Lettings Policy- this will need to be updated in regard to new guidelines in KCSIE 2023
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Intimate Care Policy
- PREVENT Policy
- Visitors and Contractors
- Health and Safety Policy
- School Attendance Policy
- Children Missing in Education
- Confidentiality & Information Sharing
- Physical intervention and the use of reasonable force
- Personal and Intimate Care
- Visitors and Contractors
- Complaints procedure
- Anti-bullying
- Online Safety Policy
- Considering applications for discretionary leave of absence during term time
- Appropriate physical contact
- Whistleblowing
- Education Health Care Plan
- Behaviour Policy
- Safer recruitment
- Managing allegations
- Workforce Development and Training
- Grievance and disciplinary
- Educational Visits

- Managed moves and alternative provision
- Work Experience
- Private Fostering
- Data Protection
- ICT Security
- Children In Our Care
- School remote Learning Policy

## Appendix A – Specific Safeguarding Issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. LGBT
4. Children absent from education
5. Admission Registers
6. Child abduction and community safety incidents
7. Child criminal exploitation (CCE)
8. Cyber-crime
9. Child sexual exploitation (CSE)
10. Modern slavery
11. FGM
12. Forced marriage
13. Radicalisation
14. Pupils with family members in prison
15. Pupils required to give evidence in court
16. Mental health
17. Serious violence

### Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

The Domestic Abuse Act 2021 recognises and considers Children as Victims of Domestic Abuse, if they are witness to incidents whereby, they hear, see and experience domestic abuse and its effects and they are related to either the Victim or the Perpetrator of Domestic Abuse. The Act enables children to be protected by Law and be offered support as necessary. Domestic Abuse Act 2021 ([legislation.gov.uk](https://legislation.gov.uk))

Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

We recognise that experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and therefore offer appropriate support to children and families who experience domestic abuse supported by Operation Encompass.

### **Homelessness**

The DSL and deputy DSLs 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:

- 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 CSCS 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 CSCS will be made as necessary where concerns are raised.

### **LGBT**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. 204.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. 205.

LGBT inclusion is part of the statutory Relationships Education and Relationship and Sex Education and Health Education curriculum and there is a range of support available to help

schools counter homophobic, biphobic, and transphobic bullying and abuse. Pupils will receive Relationships Education which includes explicit teaching about healthy and respectful relationships. Our School uses TenTen scheme of work as approved by Salford Diocese.

### **Children absent from education**

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. 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.

The school will follow the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

### **Admissions register**

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. The school will notify the LA within 5 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. Two emergency contacts will be held for each pupil where possible. 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

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

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.

#### **Child abduction and community safety incidents**

For the purposes of this policy, "**child abduction**" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

### **Child criminal exploitation (CCE)**

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

### **Child Criminal Exploitation (CCE)**

- *“Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology”*

(Criminal exploitation of children and vulnerable adults: county lines, Home Office: 2018)

[https://panlancashirescb.proceduresonline.com/chapters/p\\_ch\\_criminal\\_exp.html](https://panlancashirescb.proceduresonline.com/chapters/p_ch_criminal_exp.html)

### **County lines**

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing from school or home
- Having been the victim or perpetrator/or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

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.

### **Cyber-crime**

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

### **Child sexual exploitation (CSE)**

For the purposes of this policy, “**child sexual exploitation**” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, may involve any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school’s Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

#### **Child Sexual Exploitation (CSE)**

- *“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*
- *“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”*

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

## Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

## FGM/Honour Based Abuse

For the purposes of this policy, “**FGM**” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff 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 CSCS and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally 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 CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. 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 a pupil may be at heightened risk of undergoing FGM include:

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

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All 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 pupil:

- Having 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.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. 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

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues

- A pupil discloses other concerns that could be an indication of abuse, e.g they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained and/or persistent absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing. [https://panlancashirescb.proceduresonline.com/chapters/p\\_honour\\_abuse.html](https://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html)

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

#### **Forced marriage**

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.

- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school’s RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated [through CPD](#) about the issues surrounding forced marriage and the signs to look out for.

### **Radicalisation**

For the purposes of this policy, “**radicalisation**” refers to the process by which a person legitimises support for , or use of terrorist violence. This may also include supporting terrorism. For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to radicalisation into terrorism, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over

radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils 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 and refer to DFE guidance on managing risk of radicalisation in your education setting

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>

### **The Prevent duty**

There is clear guidance for schools and childcare providers on “preventing” children and young people from being drawn into terrorism.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Localised support including assemblies and workshops for children are provided by The Local Prevent Education Officer (Leanne Romney) and the Community Safety Team.

A Risk Assessment and associated documents is used in school, with support from the Prevent Team as required, to assess and manage risks relating to radicalisation. It is also advised that schools should have a Prevent Policy.

### **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 be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

### **Mental health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to

identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

### **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:

- Increased absence from school.
- A change in friendships.
- 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 violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

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

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.



## Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).

EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.

NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.