Child Protection and Safeguarding Policy

Norton Juxta Kempsey CE Primary School

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Julia Dean	head@nortonprimary.worcs.sch.uk
Deputy DSL	Sarah Marshall	office@nortonprimary.worcs.sch.uk>
Mental Health Lead	Julia Dean	head@nortonprimary.worcs.sch.uk>
Local Authority Designated Officer (LADO)	LA Team	01905 846221 LADO Concern (worcschildrenfirst.org.uk)

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Chair of Governors & Safeguarding Governor	Daisie Barnett	chair@nortonprimary.worcs.sch.uk>
Channel helpline	WCC Jim Bayliss	020 7340 7264

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Data Protection Laws including the Data Protection Act 2018, UK GDPR 2016, Data (use and Access) Act 2025
- The School Attendance (Pupil Registration)(England) Regulations 2024, including requirements relating to deletion from the admission register and returns to the local authority
- The School Premises (England) Regulations 2012 including requirements relating to the toilets, changing accommodation and showers.
- The School Staffing (England) Regulations 2009
- Crime and Policing Act 2026, along with Operation Encompass provision
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

  The Equality Act 2010, which makes it unlawful to discriminate against individuals based on specific protected characteristics , including disability, sex, sexual orientation, gender reassignment, and race. As such, our governors and headteacher should carefully consider how pupils are supported in relation to these characteristics. The Act allows our school to take positive action to address particular disadvantages affecting pupils, providing such action is proportionate. This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately affected by sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key areas of concern and how to improve pupil outcomes. Some pupils may be at greater risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This policy also complies with our funding agreement and articles of association.

Our staff are made aware of:

West Midlands procedures: West Midlands Child Protection and Safeguarding Procedures Manual

Within the West Midlands, there are twelve local areas that collaborate with regards to child safeguarding procedures. With the introduction of *Working Together to Safeguard Children 2026,* each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police.

These child protection and safeguarding procedures are for nine participating areas and are effective from 31st March 2017.

WCF Levels of Need threshold

Working Together to Safeguard Children (2026) requires safeguarding partners to publish a threshold document that sets out the local criteria for action, both for initiating an early help response and for making a referral to local authority children's social care. Effective Early Help relies upon local organisations and agencies working together to identify children and families who would benefit from Early Help. A setting can undertake an assessment of the need and provide targeted early help services to address the assessed needs of a child and their family, with a focus on improving the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004. have a responsibility to promote inter-agency cooperation to improve the welfare of all children.

The terms 'Early Help' and 'Early Intervention' are often used interchangeably, and this can cause confusion.

The Department for Education (DfE) and Ofsted both use the term 'Early Help', which has also been adopted by Worcestershire. It refers to the support which is needed for children and families at the first sign of additional unmet needs, at any point in the child's life, from pre-birth through to 18 years. Providing the right help at the earliest opportunity can prevent problems before they become more pressing and complex and avert the need for statutory intervention later in life. This document is intended to assist professionals

to make decisions about how to respond to the needs of the children, young people, and families they are in contact or working with. It is not intended to be prescriptive or exhaustive, nor is it a definitive way to open or close a gateway to a particular service or range of services. Every child and family is unique. Their needs should be considered on a case-by-case basis, with decisions made using professional judgement and supported by this guidance.

Norton Juxta Kempsey CE Primary School (NJK) will follow the Local Authority escalation process if there are concerns about a case: Escalation Policy: Resolution of Professional Disagreements

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

'Making or sharing nudes and semi-nudes means the creation, sending or posting of nude or semi-nude visual content by children under 18. Images include photographs, videos and livestreams and may be self-generated, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including "deepfakes" or "deep nudes". All incidents require a safeguarding response, whether the making or sharing is consensual or non-consensual.'

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- Integrated Care Boards (previously known as Clinical Commissioning Groups) for an area within the LA
- The Chief Officer of Police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children and young people) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same level of protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Are pregnant and/or are parents themselves.
- Have exhibited early signs of abusive, violent and/or harmful behaviour.
- Are repeatedly removed from classrooms, on a part-time timetable, have experienced multiple suspensions, are at risk of permanent exclusion, or attend alternative provision or a pupil referral unit.
- Have caring responsibilities as young carers.
- Have medical conditions, including allergies, which may increase vulnerability where essential information, medication or care is not provided.

4.1 Safeguarding requirements for sport and school premises

Sport: where a sport is separated by sex for safety or fairness in accordance with the Equality Act 2010, participation will be organised by biological sex. Where there are no safety concerns and a child requests an alternative arrangement, the school will consider the request in the child's best interests, the interests of other children and the need for safe and fair participation.

Toilets: schools must not allow children to use toilets designated for the opposite biological sex. Separate toilets will be provided for boys and girls aged eight and over unless each toilet is in an individual room lockable from the inside for one user. Alternative individual facilities may be considered without

compromising single-sex provision for anyone's safety, comfort, privacy or dignity. Arrangements will be recorded, communicated appropriately and reviewed regularly.

Changing rooms and showers: a child aged 11 or over at the start of the school year must not undress in front of a child of the opposite biological sex and must not use changing or shower facilities designated for the opposite sex. Alternative private arrangements or access at a different time may be considered, without compromising single-sex provision or anyone's safety comfort, privacy or dignity. Arrangements will be recorded and reviewed.

Residential accommodation and trips: children will not share overnight accommodation designated for or shared with children of the opposite biological sex. Alternative arrangements will be sought where necessary without compromising any child's safety, comfort, privacy or dignity

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school will work with pupils, parents, and local partners or agencies to tackle issues within the local context. The current main concern for the school is the wellbeing and mental health of pupils. The school will increase awareness, work with pupils to provide them with strategies to recognise and cope with wellbeing and mental health difficulties and refer on as appropriate. Information and support will also be provided for parents and carers. Using the latest data from *UK* Crime Statistics and local knowledge, there remain some issues of anti-social behaviour in the area, but shoplifting has declined. There have been several incidents of violent crime but some of the principal perpetrators have now been removed from the area. There are also concerns about illegal vape use, with some with added substances. The school remains committed to working in school with pupils around these concerns and in partnership with parents. Strong links with the local Police and other community leaders remain in place to ensure effective group working.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, racism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment or derogatory behaviour and other forms of physical violence and conflict. Our approach will be inclusive, evidence-based, age-appropriate and stage-of-development appropriate, including for children with SEND and other vulnerabilities. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem and improving well being
    - How to recognise an abusive relationship (including coercive and controlling behaviour)

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education in full, and review this guidance at least annually. Leaders and all staff who work directly with children will also read Annex A.
- Signed an online declaration at the beginning of each academic year to say that they have reviewed and understood the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Help create trusted relationships and safe culture in which all children, including children who are lesbian, gay, bisexual and children who are questioning their gender, can speak openly and share concerns.
- Received safeguarding and child protection training, including online safety, at induction; regularly updated training; and safeguarding updates as required and at least annually.

All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputies, the school behaviour policy, the online safety policy which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods. Staff will be aware of the staff code of conduct, including low-level concerns, allegations against staff and whistle-blowing policy.
- All staff should be aware of the local arrangements for universal services and community-based early help, and the targeted early help level of Family Help, including the local criteria and levels of need, the process for assessments and the role staff may be expected to play in identifying concerns, sharing information, supporting assessments or acting as a lead practitioner where appropriately qualified.
- The criteria and processes for referral to local authority children's social care and for statutory services under sections 17, 20, 31 and 47 of the Children Act 1989, including the role staff may be expected to play following a referral.
- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), Modern Slavery, indicators of being at risk from, or involved with, serious violent crime, FGM, Forced Marriage, radicalisation, and serious violence (including that linked to county lines)New and emerging threats, including online harm, grooming, sexual

exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm

- That child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator; it is preventable; early, evidence-based support can reduce the risk of further harmful behaviour; and abuse may include serious physical assault, threats involving weapons, harmful sexual behaviour, harassment or violence.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual (LGB) or children who are questioning their gender can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection
- Awareness that mental health needs can develop into safeguarding issues or sometimes indicate a safeguarding issue
- It is important that staff are aware of their school's unauthorised absence procedures and children missing education procedures. All staff are aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.
- All staff have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk: drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence, criminal exploitation (including that linked to county lines), radicalisation, and consensual and non-consensual making or sharing of nudes or semi nudes.
- That children may not feel ready or know how to disclose abuse, neglect, or exploitation, may not recognise their experiences as harmful, or may communicate concerns indirectly. Staff must maintain professional curiosity and act on concerns immediately.
- What to look out for to identify children and young people who need help or protection and additional barriers that some children may face in recognising and reporting harm, including because of disability, SEND, communication needs, language, sexual orientation or other vulnerabilities.
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Section 16 and Appendix 2 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Julia Dean, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The school will maintain robust and confidential cover arrangements whenever the DSL is unavailable due to illness, leave or other circumstances. Staff will be able to contact the DSL via email or telephone, ensuring that concerns are received, monitored and acted upon without delay.

When the DSL is absent, one of the following SLT will assume responsibility to cover: Sarah Marshall and/or Jayne Calrke.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Assess and respond to risks of serious violence, including weapon carrying or threats, putting in place safety and support plans and considering de-escalation of peer conflict where appropriate.
- Respond where a potential victim of child criminal exploitation, child sexual exploitation, trafficking or modern slavery is identified, by making an immediate child protection referral to local authority children's social care and, where appropriate, the police. The DSL will work with the relevant statutory agency to ensure that a referral to the National Referral Mechanism is considered and, where appropriate, submitted by an authorised First Responder organisation.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate induction and Prevent training.
- Ensure child protection files are kept up to date
- Where children leave the school ensure any child protection file is transferred to the new school

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputies are set out in their job description, as set out by the DfE in Annex B of the current version of Keeping Children Safe in Education. The school will review the job description regularly and update it whenever required.

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- Ensure that the school complies with Keeping Children Safe in Education 2026, all relevant safeguarding legislation and statutory guidance, and the locally agreed multi-agency safeguarding arrangements.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board to take strategic leadership responsibility for the school safeguarding arrangements. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure all Governors and Trustees receive appropriate safeguarding and child protection training, including online safety, at induction and that this training is updated regularly so they can provide strategic challenge and assurance
- Ensure that appropriate safeguarding policies and procedures are in place, including arrangements for child-on-child abuse, children absent from education, online safety, staff conduct, low-level concerns, allegations against staff, whistleblowing and safer recruitment
- Ensure the school has a policy in respect to the use of restrictive interventions
- Ensure the school has appropriate cyber security systems in place
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness at least once a year. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Ensure the Governing Body has details on who should carry out the annual reviews on the effectiveness of filtering and monitoring
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

  Ensure that the school complies with Part three of Keeping Children Safe in Education 2026 in relation to safer recruitment, selection, vetting, regulated activity, the single central record and ongoing safeguarding. This includes implementing the removal of the supervision exemption so that a person, including a volunteer, who teaches, trains, instructs or supervises children on more than three days in a 30-day period or overnight is treated as being in regulated activity even where supervised, and is subject to the legally required checks.

- Ensure that safeguarding arrangements for alternative provision are effective, including written assurance about checks, accurate records of where each child is educated, regular review of placements and immediate review where safeguarding concerns arise.
- Ensure that the school policies and practice reflect the requirements of Keeping Children Safe in Education 2026 relating to children potentially at greater risk of harm, including children with SEND or medical conditions, young carers, children who are lesbian, gay or bisexual, and children who are questioning their gender.
- Ensure that appropriate arrangements are in place regarding sport, toilets, changing rooms, showers and, where applicable, boarding or residential accommodation, in accordance with statutory requirements and the safeguarding provisions in Keeping Children Safe in Education 2026.

- Ensure that referrals are made to the Disclosure and Barring Service and, where appropriate, the Teaching Regulation Agency when the relevant legal criteria are met.
- Ensure that child protection files are maintained, transferred securely and promptly, and that relevant safeguarding information is shared lawfully, proportionately and in a timely manner.
- Ensure that, where reasonably possible, more than one emergency contact number is held for each pupil/student.

- Make sure that:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding including the safe use of generative artificial intelligence, mobile phones, remote education, information security and cyber security, and related policies
    - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (i.e. low-level concerns) about staff members, including supply staff, volunteers, and contractors. See Quest Learning Trust on Allegations Against Staff for further detail.
    - That this policy reflects the fact that children and young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse, neglect, or exploitation being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Executive Headteacher or Headteacher, where appropriate (see Quest Learning Trust Allegations Against Staff Policy).

All Governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how Governors are supported to fulfil their role.

5.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems that support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Quest Learning Trust Allegations Against Staff Policy)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, such as Lead Teachers, DSLs, Special Educational Needs Co-ordinators (SENCOs), social workers, mental health leads, and other relevant staff.

6. Confidentiality

Quest Learning Trust has issued a series of privacy notices advising parents and pupils about the use of their data. See the Quest Learning Trust website.

Information Sharing Advice for Practitioners' guidance - All matters relating to safeguarding and child protection will be handled in accordance with data protection laws and shared on a need-to-know basis. Information sharing is vital to identifying and tackling abuse, neglect, exploitation and modern slavery and to promoting children's welfare. The school will have regard to the DfE's Information Sharing Advice for Practitioners, including the seven golden rules, and will support staff to exercise professional judgement.

As a school we ensure compliance with UK General Data Protection Regulations (UK-GDPR) through adherence to The Quest Learning Trust's Data Protection Policy. We ensure that all colleagues understand our principles for sharing information within the school trust, and with the three safeguarding partners (and other agencies as required). These are that:

- Timely information sharing is essential to effective safeguarding
- Staff will be proactive in sharing information as early as possible. Information shared will be relevant to the current safeguarding risk, necessary for the recipient to know, clearly presented, appropriately contextualised, focused and proportionate. Information will not be omitted where it may be relevant to understanding or managing risk.
- The school will apply the serious-harm test where relevant and seek independent legal advice if uncertain about withholding pupil data.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping (see section 15), and in the Quest Learning Trust Allegations Against Staff policy regarding allegations of abuse involving staff.
- Where a child leaves the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days of an in-year transfer or within the first 5 days of the start of a new term when attendance is confirmed at the new institution. The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect, exploitation and modern slavery. Staff will recognise that risks may occur inside or outside the home or school and online; may overlap; and may include extra-familial harm, teenage relationship abuse (including physical, sexual and emotional abuse and stalking), financial exploitation, serious violence and child-to-parent or caregiver abuse. Staff will remain alert to children who may benefit from universal services, community-based early help, targeted Family Help or statutory intervention including any child who:

Is disabled or has certain health conditions and has specific additional needs

- Has special educational needs (whether they have a statutory education health and care (EHC) plan)
- has a mental health need, including concerns relating to self-harm, an eating disorder, suicidal ideation or suicide risk
- Is a young carer
- Is pregnant and/or is a parent;
- Is bereaved, living in temporary accommodation, returning home from care, or otherwise experiencing circumstances that may increase vulnerability; or
- Is showing signs of being drawn into anti-social or criminal behaviour, including involvement with gangs, county lines, organised crime groups, and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance that presents challenges for the child, such as drug and alcohol misuse, adult mental health issues, or domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse, such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody, or is affected by parental offending
- Is missing education, persistently absent from school, or not receiving full-time education
- Has experienced multiple suspensions and is either at risk of, or has already been, permanently excluded

is viewing harmful or inappropriate online content or developing unsafe relationships online. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to local authority children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

If the DSL/DDSL is unavailable in any other safeguarding situation, this must not delay appropriate action. Staff should speak to a member for the senior leadership team and/or seek advice from local authority children's social care, take action proportionate to the concern, and inform the DSL or deputy as soon as practicably possible. Refer to Children's Social Care | Worcestershire County Council

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

We will adhere to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Partnership (WSCP)www.safeguardingworcestershire.org.uk.

Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Midlands Regional Safeguarding Procedures and the WSCP Levels of Need Guidance.

The Designated Safeguarding Lead (DSL) is first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse, or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person are to be reported without delay and recorded in writing using the agreed template.

The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency, unless doing so would place the child at risk of harm or compromise an investigation.

All referrals will be made in line with local procedures as detailed on the Worcester Children First Website.

If, at any point, there is a risk of immediate serious harm to a child, staff must call 999 and ensure a referral is made to children's social care 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 reconsideration by raising concerns again with the DSL and/or the Headteacher Concerns should always lead to help for the child at some point.

Staff follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with children's social care or the police if:

- The situation is an emergency and the DSL, their Deputy and the Headteacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately, and in accordance with the procedures outlined in this policy, should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact children's social care directly with their concerns.

To report concerns the following contacts will be used for children in Worcestershire;
http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1657/are_you_a_member_of_the_public_and_worried_about_a_child

Telephone: 01905 822666 (Monday to Thursday, 9am to 5pm and Friday, 9am to 4.30pm)

01905 768020 (out of hours).

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

- Write up your conversation on CPOMS as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL or DDSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly (see 7.1), and tell the DSL or DDSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL or DDSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving 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. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 2 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and has no reason to believe that the act was necessary for the girl's physical or mental health, or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM, suspects that FGM has been carried out, or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

The DSL will follow guidance to report to the police and children's social care, alongside the reporting member of staff.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL or DDSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a DDSL or member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Support for Families

If an early help assessment is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree with statutory safeguarding partners on the levels for the different types of assessment, as part of local arrangements.

The DSL or DDSL will keep the case under constant review and the school will consider a referral to children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Our early help offer is accessible on our school website, as part of our Supporting Families provision. We can support children and young people by meeting with parents and the student to plan actions together, or by completing an Early Help Assessment to set a formal plan with targets and a review process. Early Help Assessments may be submitted to the Children's Social Care with the consent of parents.

Worcestershire Children Family Virtual Hub page

Support before statutory intervention

The DSL or deputy will consider the most appropriate response. Options may include managing support internally through pastoral arrangements, accessing universal services or community-based early help, making a referral to the targeted early help level of Family Help, or making a referral to statutory services.

Where internal support is being considered, the DSL or deputy will consider whether informing parents or carers would support the child's wellbeing and whether doing so could place the child at additional risk.

Where a coordinated Family Help response is required, the DSL or deputy will generally lead liaison with other agencies and arrange or contribute to an inter-agency assessment. Staff may be required to support the assessment and, where appropriately qualified and permitted by local arrangements, may act as lead practitioner, including for work with a family under section 17 of the Children Act 1989.

The school will understand and follow the safeguarding partners' published local criteria for action, threshold document and protocol for assessment. These will set out the processes and levels of support for universal services, community-based early help, targeted Family Help and statutory services under sections 17, 20, 31 and 47 of the Children Act 1989. The DSL and deputies will ensure that these local arrangements are reflected in school practice. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements, either through use of the Joint Herefordshire and Worcestershire Multi-Agency Levels of Need Guidance when identifying the appropriate level of support, considering whether a child and family may benefit from community-based early help or

targeted Family Help, and deciding whether a referral to statutory children's social care is required, or through the school own internal support offer / procedures.

The school offer of universal support, community-based early help and Family Help, and how it works with other agencies, can be found here: Norton Juxta Kempsey CE Primary School (NJK) - Safeguarding and Supporting Families

The DSL/DDSL will keep the case under constant review, and the school will consider a referral to Worcestershire Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to Children's Social Care or the Police, the DSL or DDSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL or DDSL as soon as possible.

Children's social care will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or DDSL, or person who made the referral must follow up with the children's social care if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or DDSL, or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Norton Juxta Kempsey CE Primary School (NJK) will follow the Local Authority escalation process if there are concerns about a case: Escalation Policy: Resolution of Professional Disagreements

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL or DDSL first to agree a course of action.

If in exceptional circumstances the DSL or DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral. (Prevent - Prevention of extremism and radicalisation | Worcestershire County Council)

Where there is a concern, the DSL or DDSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

7.6 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. If a child is struggling with their mental health, self-harming, has an eating disorder, is experiencing suicidal ideation or is at risk of suicide and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Staff will promote wellbeing, identify concerns early and ensure that any intervention offered by the school is evidence-based, safe, effective and appropriate to the child's needs and phase of education.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

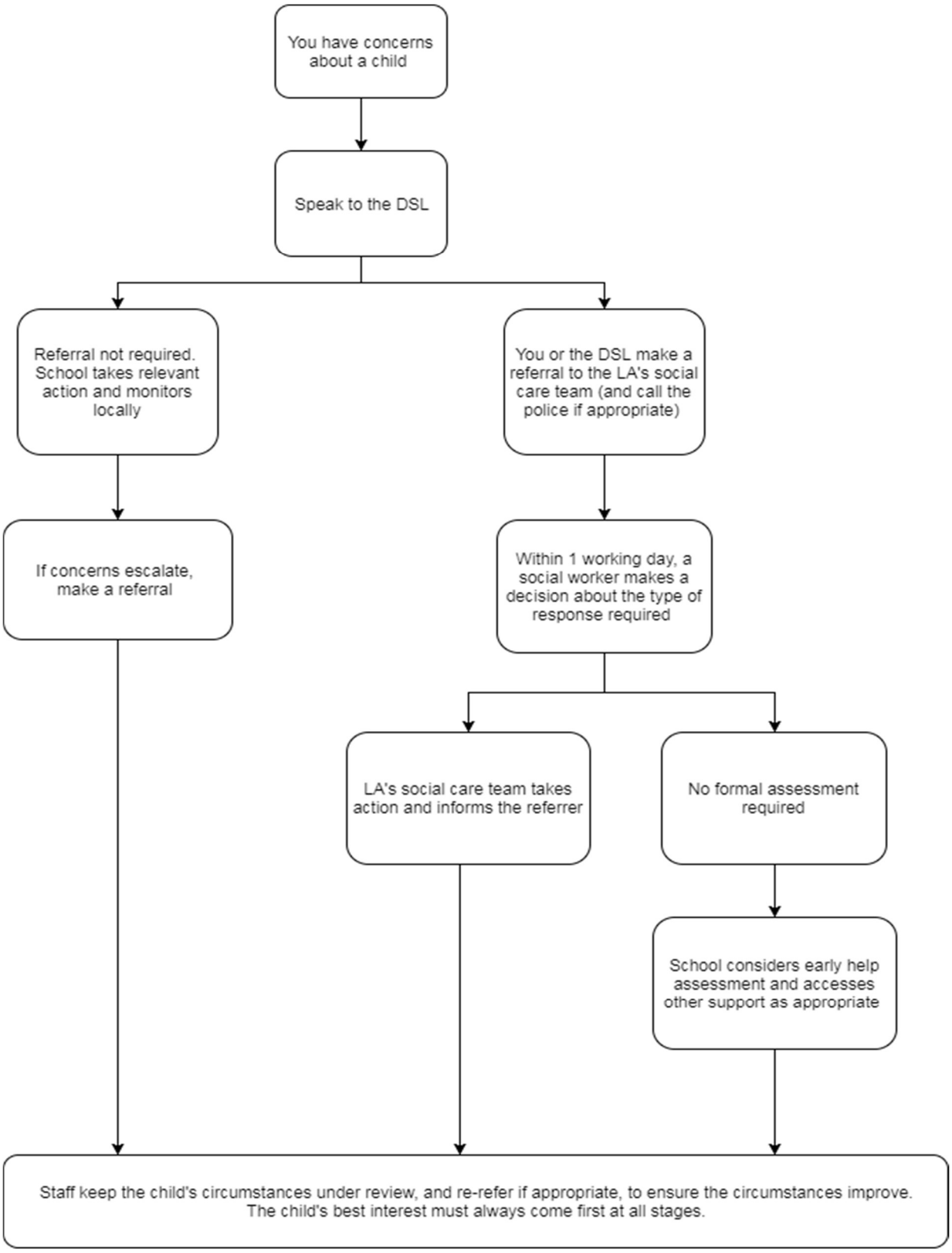
If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL (who is also the school's Designated Senior Mental Health Lead) to agree a course of action. The school has a graduated approach to mental health support and will talk to pupils and parents as appropriate for the best course of action. Support will be reviewed and can be escalated as appropriate, including referrals to external agencies. Schools will ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If there is an immediate concern, emergency services will be called on 999 (or 111 as appropriate) for help and advice, as well as contacting parents. 111 will be used if support and advice is needed or parents will be asked to contact their GP.

Refer to the Department for Education guidance on mental health and behaviour in schools for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL or DDSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, student teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, student teacher volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, student teacher,

volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

The Headteacher/Chair of Governors will then follow the procedures set out in the MAT (Quest Learning Trust) policy, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, student teacher, volunteer or contractor) to the Headteacher, report it directly to the Local Authority Designated Officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

7.8 Allegations of abuse made against other pupils

We recognise that children can abuse other children inside and outside school and online. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is preventable, and timely evidence-based support may prevent further abuse or violence. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent or involves serious physical assault or harm.
- Involves a threat of harm with a weapon, carrying a weapon or using a weapon
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, harmful sexual behaviour, sexual harassment) or sexual violence
- Involves making or sharing nudes or semi-nudes, including images that are digitally altered or wholly generated using artificial intelligence, upskirting or other sexually inappropriate images or videos

See appendix 2 for more information about child-on-child abuse.

Harmful sexual behaviour (HSB)

HSB is an umbrella term for sexual behaviours displayed by children and young people that are developmentally inappropriate and may be harmful or abusive. Sexual behaviour exists on a continuum from normal and developmentally expected behaviour, through inappropriate and problematic behaviour, to abusive and violent behaviour. HSB may occur online, face to face or both and will always be considered within a child-protection context.

When assessing behaviour, the DSL will consider the children's ages and developmental stages; the nature, frequency and pattern of the behaviour; any difference in age, power or developmental ability; coercion, intimidation or lack of consent; disability and vulnerability; the impact on the victim and others; and whether the behaviour may indicate the child displaying it has experienced abuse, trauma, unmet needs or exposure to abusive material.

The school will safeguard the victim and the wider pupil body while also providing education and appropriate safeguarding support to the child displaying HSB. Support and proportionate sanctions may occur at the same time. Specialist advice will be sought where required, and support will address underlying needs and reduce the risk of repetition or escalation.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL or DDSL, but do not investigate it or promise confidentiality
- The DSL or deputy will make an immediate safeguarding assessment, taking account of the wishes and best interests of the victim, the nature of the reported behaviour, the children's ages and developmental stages, any power imbalance, coercion, frequency or pattern, the risk to the children involved and the wider pupil/student body, and any need to preserve evidence
- The DSL or deputy will decide the appropriate response on a case-by-case basis and in accordance with local thresholds and Part five of Keeping Children Safe in Education. Options may include managing the matter internally, accessing universal services or community-based early help, referral to Family Help, referral to local authority children's social care, and/or reporting to the police

  The DSL or DDSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

  The DSL or DDSL will put a proportionate risk assessments and safety plans, and support plans into place for all children involved as appropriate (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The school will seek advice and support from appropriate local or specialist services where required, including children's social care, police, mental health services, specialist harmful sexual behaviour services and sexual violence services.

If the incident is a criminal offence and there are delays in the criminal process, the DSL or DDSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

School guidance procedure will be followed for recording, fact finding and dealing with allegations, and for supporting victims, alleged perpetrators and any other children affected.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language, or inappropriate behaviour between peers, including requesting or sending sexual images and misogyny/misandry
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems, as described in section 7.10 below

- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - Understand that some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators
    - Staff are required to discuss with the DSL if they're concerned about a pupil being exposed to misogynist or misandrist content
    - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL or DDSL if they have any concerns
    - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL or DDSL will take the lead role alongside Phase Teams/6th Form Lead and Leadership Team in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

7.9 Making or sharing nudes and semi-nudes, including AI-generated images

As a school we refer to professional advice such as the guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders when dealing with incidents.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nude images, videos or livestreams, including content digitally altered or wholly generated using AI, you must report it to the DSL or DDSL immediately. All incidents require a safeguarding response.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL or DDSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL or DDSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL or DDSL.

Initial review meeting

Following a report of an incident, the DSL or DDSL will hold an initial review meeting with appropriate school staff, such as Phase Team. This may include the staff member who reported the incident. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL or DDSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 2 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL or DDSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL or DDSL has reason to believe that a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL or DDSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL or DDSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL or DDSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL or DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101. There is regular contact with the local Safer Neighbourhood Team.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, clearly explained, and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Ensure that pupils are able to report to any member of staff, including their tutor, phase team, Safeguarding team or other pastoral staff. They can also use safeguarding@pershore.worcs.sch.uk email on the school system. In addition there is an anonymous reporting tool for students.
- Make sure that pupils are aware of how to report through assemblies, tutor time bulletin reminders and during NORTON JUXTA KEMPSEY CE PRIMARY SCHOOL (NJK)E lessons.
- Support pupils to feel safe, reassured that their concerns will be taken seriously and will identify a member of staff they are comfortable talking to.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. NORTON JUXTA KEMPSEY CE PRIMARY SCHOOL (NJK) has an Online Safety Policy to address these requirements, along with Acceptable User Policies for children and staff, and a Mobile Phone Policy.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems and guidelines) in place to ensure the online safety of pupils, staff, volunteers and governors

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community which from September 2026 will mean students will not be able to use their mobile phones in school during the school day. This is outlined in the school mobile phone policy.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk as outlined on KCSIE:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, misinformation, disinformation (including fake news), conspiracy theories, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, or generative AI applications that simulate this 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, including those generated using AI and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If pupils, students or staff are at risk, it can be reported to the Anti-Phishing Working Group. (https://apwg.org/).

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, cybercrime, the risks of online radicalisation, the safeguarding risks associated with artificial intelligence and generative AI, AI-generated or digitally altered images, harmful or simulated interactions with AI applications, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, direct newsletters and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign (view for parents) an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- Explain there are sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (as described above) from the school's IT systems

  Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Protect personal information and maintain appropriate cyber-security, information-security and access-management controls in line with DfE cyber-security standards for schools and colleges.
- Ensure the SLT member responsible for filtering and monitoring, supported by the DSL and IT support, reviews effectiveness at least once each academic year; checks filtering on all internet-connected devices in all relevant locations; records those checks; and ensures identified concerns are escalated.
- Provide regular safeguarding and children protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

  Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- The DSL and DDSL understand the unique risks associated with online safety (including cyber-crime) and have the relevant knowledge and up to date capability required to keep children and young people safe whilst they are online at school

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please request our online safety policy and mobile phone guidance from the school office: office@pershore.worcs.sch.uk.

8.1 Mobile phone policy

Within school our default position is that pupils will not have access to mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtime. Any justifiable exceptions are risk assessed and set out in the school's Mobile Phone Policy.

8.2 Artificial intelligence (AI)

Our school has regard to DfE guidance on generative artificial intelligence in education and the DfE's published generative AI product safety expectations. Any teacher-facing or pupil-facing use is risk assessed for safeguarding, ethics, data protection, intellectual property, age-appropriateness, accuracy and bias. Filtering and monitoring arrangements apply to generative AI use

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Norton Juxta Kempsey CE Primary School (NJK) recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Norton Juxta Kempsey CE Primary School (NJK) will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying or behaviour policies as appropriate.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Where AI-generated nudes or semi-nude images have been shared, we will follow the guidance provided by UKCIS in Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL or DDSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL or DDSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL or DDSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges with risks that they do not understand what is happening to them is abuse.
- 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
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care

We offer extra pastoral support for these pupils. This may include:

- Additional support within the inclusion area including time, intervention, support from staff, and social and communication support
- Meetings with parents, including to discuss medical needs with trained staff and use of Personal Care Plans.
- Additional monitoring and check-ins when designated with vulnerable pupils
- For pupils in the Autism Base, additional pastoral care and standard social skills work
- Staff awareness of these pupils to be more alert for signs and indicators

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

11. Pupils with medical conditions

An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

The procedures for making a safeguarding referral where an incident highlights that a child might be at increased risk of neglect, abuse or exploitation due to their medical condition.

12. Young Carers

The school recognises that caring responsibilities can impact on a child's attendance, attainment, behaviour and wellbeing.

Early identification is essential in ensuring young carers receive support.

13. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL or DDSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL or DDSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support.

14. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL or DDSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Julia Dean (Headteacher), who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL and DDSLs to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

15. Pupils who are lesbian, gay, bisexual

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Schools and colleges should consider how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate sanctions in place.

16. Children who are questioning their gender

Some children are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. It is not for schools and colleges to initiate any action in this area. School will focus on circumstances where a child or their parent has raised a request relating to social transition to which the school is responding.

Schools will keep in mind that it is common for children to engage in activities that are less typically associated with their sex. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

School will take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. School will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Gender-questioning students who wish to not use the facilities of their gender will be supported in using gender neutral changing facilities and school have a range of individual cubicles for any students to use. Residential visit needs will be considered on a case-by-case basis, but gender questioning students will never be able to be accommodated in rooms with the opposite gender of their birth.

17. Alternative provision

Where the school commissions alternative provision, it remains responsible for safeguarding the pupil. It will complete due diligence, obtain written confirmation of appropriate safeguarding checks, require the provider to notify it of staff changes or any arrangements that may place the child at risk, and maintain

accurate records of the address of the principal provider, any subcontracted provision and every satellite site the pupil may attend. The school will review attendance, safety, suitability and whether the placement continues to meet the pupil's needs at least half-termly. Any safeguarding concern will trigger an immediate review and, where necessary, suspension or termination of the placement unless or until the concern has been satisfactorily addressed.

The school will have regard to DfE alternative provision guidance and voluntary national standards but will not rely solely on any local register or approval process.

18. Restrictive interventions and reasonable force

Staff may use reasonable force only where lawful and necessary, using no more force than is necessary for the least amount of time. The decision is based on professional judgement and individual circumstances. The school will not adopt a "no contact" policy that prevents staff from safeguarding pupils. For pupils with SEND, mental health needs or medical conditions, staff will consider additional vulnerability, reasonable adjustments and proactive individual support plans in line with DfE restrictive-intervention guidance.

19. Complaints and concerns about school safeguarding policies

19.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

19.2 Other complaints

The Quest Learning Trust welcomes direct contact from pupils or parents who have queries are concerns about any action taken. There is also a complaints policy if it is required.

19.3 Whistleblowing

Norton Juxta Kempsey CE Primary School (NJK) has a separate Whistleblowing policy, which can be viewed here.

20. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made, and the rationale for those referrals to key agencies, must be recorded in writing. This should include instances where referrals were or were not made to another agency, such as local authority children's social care or the Prevent programme. If you are in any doubt about whether to record something, discuss it with the DSL or DDSL.

Records will include:

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

Concerns and referrals will be kept in a separate child protection file for each child, held securely on an electronic system.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained until at least the child's 25th birthday), in accordance with the Data Retention Policy and KCSIE.

If a child for whom the school has, or has previously had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded – securely and separately from the main pupil file- within 5 days for an in-year transfer, or 5 days from the start of a new term.

Where information indicates a risk to the child or to others, including previous carrying, threatening with or use of a knife or weapon, the receiving setting will assess risk and put a safety and support plan in place. Wherever practicable, DSLs will discuss the transfer directly.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will contact the DSL of the receiving school and provide relevant information. This will enable the receiving school to make any necessary preparations to ensure the safety of the child from the point at which their place on roll is confirmed**.**

The school shares information with other agencies in line with local safeguarding procedures.

In addition:

- Our policy on Safer Recruitment details record-keeping specifically with respect to recruitment and pre-appointment checks
- The MAT (Quest Learning Trust) sets out our procedure on record-keeping with respect to allegations of abuse made against staff in the Allegations Against Staff Policy.

21. Training

21.1 All staff

Safeguarding and child protection training will be based on the requirements and expectations of the current version of Keeping Children Safe in Education, relevant statutory guidance, local safeguarding-partner arrangements and the school safeguarding context. Training will equip staff to understand and discharge their responsibilities, recognise and respond to emerging and established safeguarding risks, and apply the school policies and procedures effectively in practice.

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required, but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable.

21.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The DSL who is designated Prevent Lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

21.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

21.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See Quest Learning Trust Safer Recruitment policy for more information about our safer recruitment procedures.

21.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have the opportunity for supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues

22. Monitoring arrangements

This policy will be reviewed by the DSL and Headteacher at least annually and whenever changes in legislation, statutory guidance, local safeguarding arrangements, emerging risks or lessons learned require it. The Governing Body will evaluate and approve the policy and hold leaders to account for its effective implementation. Updates will be made if there are national recommendations or school policies are updated. Each edition of the policy will be numbered. This will be done by the DSL and the Headteacher and staff and Governors will be notified as appropriate.

23. Links with other policies

This policy links to the following policies and procedures:

- Artificial Intelligence
- Behaviour
- Staff Code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid and Medical conditions
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistle-blowing
- Anti-Bullying

Appendices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Verbal abuse

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

- Physical contact, including assault by penetration (for example, rape or oral sex or with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (also called an E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may occur after they have initially shared an image, or after the offender shares a digitally manipulated image of the child or young person to extort 'real' images.

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after they have shared an image, or after the offender distributes hacked or digitally manipulated images of them.

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families.

We will follow our procedures (see school's Attendance Policy) for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation, and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to the requirements for sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in the signs to look out for, and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns related to absence, such as travelling to conflict zones, FGM, exploitation and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police if the child is suffering or likely to suffer from harm, or in immediate danger.

Contextual Safeguarding and Extra-familial harms

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside of a child's family home or outside of school and can also occur between children and young people outside of these environments.

All staff, but especially the DSL (and deputy) should consider whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

As part of our whole- school approach to safeguarding, we take into account the wider context of each pupil when dealing with incidents and working with external agencies to secure the best outcome for each child and to safeguard and protect them as effectively as possible.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, as well as children or adults. It can be a one-off occurrence or a series of incidents over time and may range from opportunistic to complex organised abuse. It can be perpetrated by organised networks or gangs.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. On occasion children may be moved for the purpose of exploitation and that may constitute modern slavery. The DSL will trigger the local

safeguarding procedures, including a referral to the local authority's children's social care team or a modern slavery referral and the police, if appropriate.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children ca be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g. knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

If a member of staff suspects a child or young person is involved in, or vulnerable to / at risk of involvement in County Lines, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and may range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. Most sexual abuse is committed by individuals known to the victim, and it might constitute modern slavery.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two .

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including those generated with AI
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of nudes and semi-nude image, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out the school Child on Child abuse Policy.

When considering instances of harmful sexual behaviour between children, we will take into account their ages and stages of development. We recognise that children who display harmful sexual behaviour have often experienced their own abuse and trauma, and we will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children), and child/adolescent- to- parent violence and abuse. It can be physical, sexual, financial, psychological, or emotional. It can also include ill treatment that isn't physical, as well as 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, including where they see, hear, or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day. This is the procedure for all police forces as part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

Temporary accommodation notification duty

Where the school becomes aware that a child has been placed in temporary accommodation outside the local authority area, it will share relevant safeguarding information promptly and work with the responsible local authorities and other agencies in accordance with the applicable notification duties and local arrangements. The DSL will consider the impact of temporary accommodation on attendance, access to services, welfare and safeguarding risk.

So-called 'honour-based' abuse (including FGM and forced marriage)

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

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out, or suspects that a pupil may be at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin, or to another country where the practice is prevalent; or parents/carers stating that they, or a relative, will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

- **Terrorism** is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with, or supporting, terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They will ensure that staff have access to appropriate training to help them identify children who may be at risk.

We will assess the risk of children in our school becoming involved with, or supporting, terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL Julia Dean and Prevent Lead.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the NORTON JUXTA KEMPSEY CE PRIMARY SCHOOL (NJK) Preventing Extremism Policy, Prevent Risk Assessment, Online Safety Policy and the Safeguarding and Child Protection Policy. Policies | Norton Juxta Kempsey CE Primary School (NJK)

Harmful sexual behaviour, sexual harassment and sexual violence between children in schools

Harmful sexual behaviour (HSB) is an umbrella term for sexual behaviours displayed by children and young people that are developmentally inappropriate and may be harmful or abusive. HSB can occur online, face to face or both.

Children's sexual behaviour exists on a continuum from normal and developmentally expected behaviour, through inappropriate and problematic behaviour, to abusive and violent behaviour. The position of behaviour on the continuum must be assessed in the context of the child's age and developmental stage, the nature and frequency of the behaviour, any difference in age, power or developmental ability, coercion, intimidation and consent.

Sexual harassment and sexual violence may form part of this continuum and may overlap. They can occur between children of any age or sex; through a group of children targeting an individual or group; and online, face to face or concurrently online and offline.

Behaviour between children of significantly different ages or developmental stages is particularly concerning. HSB may indicate that the child displaying it has experienced abuse, trauma, unmet needs or exposure to abusive practices or material. The response will therefore safeguard the victim and wider pupil body while also assessing and supporting the child displaying the behaviour.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns

- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and children who are questioning their gender are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Safeguarding and supporting children who display HSB

The school will balance the need to safeguard the victim and the wider pupil body with the need to provide the child displaying HSB with education, safeguarding support and proportionate disciplinary consequences. These actions are not mutually exclusive.

The response will consider age and developmental stage, the nature and frequency of the behaviour, proportionality, risk to others and any unmet needs. HSB in younger children may be a sign of their own abuse, trauma or exposure to abusive practices or materials. Advice will be sought as appropriate from children's social care, the police and specialist HSB or sexual violence services.

Support will address underlying trauma or unmet needs, aim to prevent repetition or escalation, and be reflected in an individual safety and support plan. Any exclusion decision will be lawful, reasonable and fair.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male

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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate on their first visit, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the Local Authority or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff. Speaker documentation will be completed and signed by the Headteacher.

Non-collection of children

If a child is not collected at the end of the session/day, we will contact parents or other contacts listed on the contact list.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will contact parents/carers and support in procedures to contact Police/authorities as necessary. These incidents will be recorded on CPOMS, the school Safeguarding recording software.

Child Abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. This can include a parent, other family members, someone not related to the child / young person, or by a stranger.

Further information is available at: www.actionagainstabduction.org

When we consider who is abducted and who abducts:

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6years-old
- Roughly equal numbers are boys and girls

· Two-thirds of children are from minority ethnic groups.

· 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.

· Many abductions occur during school holidays when a student is not returned following a visit to the parent's home country (so-called 'wrongful retentions').

Other community safety incidents could include people loitering, unknown adults engaging children in conversation, adults taking photos of children or young people, or a violent incident occurring in the neighbourhood.

i. Any concerns that a child may have been abducted, or around a community safety incident need to be reported to the DSL immediately.

ii. The DSL will respond to the concern in accordance with the above policy and the Local Safeguarding procedures, depending on the nature of each concern. If we become aware of an abduction, we will follow the WSCP procedure and contact the police and children's social care. If we are made aware of a potential risk of abduction, we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

iii. From a preventative perspective it is important our pupils are given practical advice on how to keep themselves safe. We provide content within the curriculum which focus on building both confidence and safeguarding knowledge as well as opportunities for children and young people to report their concerns.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Any child transported for exploitative reasons is considered to be a trafficking victim.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today. Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

· Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy

· Has a history of going missing and unexplained moves

· Is required to earn a minimum amount of money every day

· Works in various locations

· Has limited freedom of movement

· Appears to be missing for periods

· Is known to beg for money

· Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good

· Is one among a number of unrelated children found at one address

· Has not been registered with or attended a GP practice

· Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

· Physical symptoms (bruising indicating either physical or sexual assault)

· Prevalence of a sexually transmitted infection or unwanted pregnancy

· Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation/the child has been seen in places known to be used for sexual exploitation

· Evidence of drug, alcohol or substance misuse

· Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people

· Relationship with a significantly older partner

· Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding

· Persistently missing, staying out overnight or returning late with no plausible explanation

· Returning after having been missing, looking well cared for despite having not been at home

· Having keys to premises other than those known about

· Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity

· Truancy / disengagement with education

· Entering or leaving vehicles driven by unknown adults

· Going missing and being found in areas where the child or young person has no known links; and/or

· Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

i. If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

ii. The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools and colleges, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'.

iv. Staff need to be aware of this duty and inform the DSL or DDSL should they suspect or receive information that either parents/carers or their children may be victims of modern slavery.

v. Staff must not delay action while attempting to determine whether the legal definition of modern slavery is met. The child's immediate safety and welfare, and any need for emergency police action, take priority.

iv. The DSL will then follow the above safeguarding policy as well as contacting the NCA.

Children and Young People involved in the Court System and Children with family members in Prison

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, or for crimes they have witnessed. The DfE has signposted age-appropriate guides for children and young people within KCSIE which explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has also launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes, including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

All information relating to pupils being involved in the Court system or with family members in prison, should be reported to the DSL or DDSL. We will not only signpost the above guidance, where appropriate, to both the young people and parents and carers, but will also provide additional pastoral and wellbeing support to those young people and work with additional agencies where necessary.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet and, includes cyber-enabled crimes such as fraud, buying illegal drugs online and CSE, and cyber-dependent crimes such as unauthorised access to computers (illegal 'hacking'), 'Denial of Service' attacks of 'booting', and making, supplying or obtaining malware - such as viruses, spyware, ransomware, botnets and Remote Access Trojans - with the intent to commit further offence.

Children with particular skills and interests in computing and technology may inadvertently or deliberately stray into cybercrime. If a concern relating to cybercrime is reported, the DSL should consider a referral to the Cyber Choices programme. This is a nationwide programme, supported by the Home Office and led by the National Crime Agency, working with regional and local policing.