

St Paul's

C of E Primary School



A place to belong

Safeguarding and Child Protection Policy

Acting Headteacher: Charlotte Hughes

Member of Staff Responsible: Charlotte Hughes

Reviewing Committee: FGB

Effective Date of Use: 1st September 2026

Term of Next Review: 1st September 2027

Statutory Policy - This policy was reviewed and approved by the Full Governing Board on 21st October 2026. It is effective from this date and remains in force until the next scheduled full annual review by the Full Governing Body in Autumn 2027. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

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

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

Our Core Values

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

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

Romans 12:5-8

Contents

	4
Statement of Intent	4
Key Contacts	5
Definitions	6
Legal Framework	6
Linked Policies	7
Roles and Responsibilities	8
Our School Processes	13
Inter-Agency Working	15
Confidentiality	17
Abuse, Neglect and Exploitation	20
Safeguarding Issues	21
Pupils with SEND or at Alternative Provision	43
Concerns about a Staff Member	44
Low Level Concerns	44
Concerns about a Schools Safeguarding Practices	46
Admin and Admissions	46
Training	48
Policy Monitoring	50
Appendix 1- Safeguarding Reporting Process	51
Appendix 2 - Multi Agency Safeguarding Hub - Referral Form	53
Appendix 3 – External Guidance and Support	58
Appendix 4 – Online Safety External Guidance and Support	59
Appendix 5 – CYC Level of Need	60
Appendix 6- Key Contacts Continued	61



Statement of Intent

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

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

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

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

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

The DSL is: **Charlotte Hughes**. In the absence of the DSL, child protection matters will be dealt with by **Emma Hartley or Sandra Evans who are the DDSLs**.

Signed by:

_____	Headteacher _____	_____	Date
_____	Chair of Govenror _____	_____	Date

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

Key Contacts

Key Safeguarding Contacts at St Paul's Primary

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

Definitions

- DSL - Designated Safeguarding Lead
- DDSL - Deputy Designated Safeguarding Lead
- SENDCo - Special Education Needs and Disabilities Coordinator
- DT - Designated Teacher for Looked After and previously Looked After Children.
- PSHE - Personal, social, health and economic education
- RSE - Relationships, sex and health education
- CSWS - Children's' Social Work Services
- KCSIE - Keeping Children Safe in Education (DfE, September 2026)

Legal Framework

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

Legislation

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Sexual Offences Act 2003

Data Protection Act 2018

Data (Use and Access) Act 2025

The Childcare (Disqualification) Regulations 2018

Voyeurism (Offences) Act 2019

Human Rights Act (1998)

Equality Act 2010 Amendment Regulations 2023

Crime and Policing Act 2026

Public Sector Equality Duty

Sections 26 & 29 of the Counter Terrorism Act 2015

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

Section 3 of the Domestic Abuse Act (2021)

Statutory guidance

- DfE (2026) 'Keeping children safe in education'
- HM Government (2023) 'Multi-agency statutory guidance for dealing with Forced Marriage'
- DfE 'Working Together to Safeguard Children' 2023
- DfE 'The Prevent duty' 2023
- DfE 'Disqualification under the Childcare Act 2018'
- DfE Data Protection Guidance for Schools
- Early years foundation stage statutory framework (2026)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 - updated 2026
- Relationships and sex education (RSE) and health education (DfE, 25 June 2019, updated 2026)
- Multi-agency statutory guidance on female genital mutilation (Home Office, DHSC and DfE, 1 April 2016, updated 30 July 2020)
- Working together to improve school attendance (DfE, 19 August 2024)
- Children missing education (DfE, 26 November 2013, updated 19 August 2024)

Other Guidance

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

- Teachers' standards (DfE, 01 July 2011, updated December 2021)
- Promoting and supporting mental health and wellbeing in schools and colleges (DfE 02 June 2021, updated 14 July 2025)
- Appropriate Monitoring - UK Safer Internet Centre (UKSIC)
- Restrictive Intervention, including use of reasonable force in schools (2026)
- Appropriate Filtering - UK Safer Internet Centre (UKSIC)
- Channel Duty Guidance: Protecting people susceptible to radicalisation (Home Office, 22 February 2021, updated 06 August 2025)
- Channel Duty Guidance: Protecting people susceptible to radicalisation (Home Office, 22 February 2021, updated 06 August 2025)
- Teacher misconduct (Teaching Regulation Agency, 01 April 2021, updated 31 March 2025)
- Our local agreed multi-agency procedures that have been put in place by [City of York Safeguarding Children Partnership](#)
- Prevent learning review: Southport attack (2025)

Linked Policies

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

Roles and Responsibilities

Our DSL is **Mrs Charlotte Hughes (Acting Headteacher)**. The DSL takes lead responsibility for child protection and wider safeguarding.

Safeguarding is everyone's responsibility.

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

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. - KCSIE 2026

In line with KCSIE 2026 and the EYFS framework (September 2025) the school has a dedicated Whistleblowing Policy. This policy enables staff and volunteers to raise concerns about poor or unsafe safeguarding practices, potential failures to safeguard children, or other serious workplace misconduct.

All staff members have the responsibility to:

- Read and understand **Part One of KCSIE 2026 in full** as part of their professional duties
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Take part in training and engage in safeguarding updates via the staff bulletin or email.
- Record all concerns, including changes in behaviour, parent conversations if appropriate on the schools CPOMS.

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children can be abused online (including child on child abuse, AI-generated nudes/semi-nudes, deepfakes, and digitally altered intimate imagery).
- Understand their role in online filtering and monitoring, including the need to report any observed gaps, bypass attempts, or concerning content alerts to the DSL or DDSLs.
- Keep up to date with KCSIE and any changes.
- All staff have the responsibility to provide a safe environment in which children can learn.
- Teach safeguarding linked to our whole school 'what to do' posters and through PSHE.
- Be aware of the early help process-including universal services, community-based early help, and targeted Family Help- and understand their role in identifying indicators early (such as repeated classroom removals or part-time timetables). Also act as the lead professional in undertaking an early help assessment, where necessary.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child on child abuse, misogyny, and misandry.
- Be aware of, and understand, the process for making referrals to the MASH team, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to MASH and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedures and policies for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Understand that under the Crime and Policing Act 2026, supervision exemptions for volunteers in regulated activity have been removed, and adhere strictly to safer recruitment protocols.
- Recognise that cyber security incidents or data breaches involving sensitive pupil or safeguarding information constitute safeguarding risks and must be reported immediately.
- Challenge senior leaders over any safeguarding concerns, where necessary.

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

- Understand and keep up-to-date with local safeguarding arrangements, including procedures established by the City of York Safeguarding Children Partnership (CYSCP)
- Understands, reads and keeps up to date with all of KCSIE.
- Act as the main point of contact with safeguarding partners.
- Understand the assessment process for providing early help and intervention (including universal services, community-based support, and targeted Family Help).
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.

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

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

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

- As the designated teacher, promote the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Lead and document a formal review of filtering and monitoring systems at least once per academic year to ensure controls remain fit for purpose, and oversee alerts relating to self-harm, extreme content, or child protection risks.
- Oversee online safety concerns involving AI-generated nudes/semi-nudes, deepfakes, or digitally altered intimate imagery, escalating through child protection pathways where required.
- Address cyber security incidents or sensitive data breaches immediately in line with safeguarding duties under the Data (Use and Access) Act 2025.
- Ensure all volunteer appointments comply with updated regulated activity guidelines (Crime and Policing Act 2026), requiring Enhanced DBS and Barred List checks for regular volunteer roles regardless of supervision.

The Governing Body has the responsibility to:

- Ensure compliance with child protection and safeguarding and data protection legislation.
- All governors must read and understand *KCS/E* (Part 2 in particular).
- Nominate a safeguarding governor to lead on safeguarding arrangements.
- Ensure all governors have enhanced DBS checks.
- Create a culture where staff can challenge leaders on safeguarding concerns
- Ensure the leadership team:
 - Confirms all staff working with children have read *KCS/E* Part 1.
 - Appoints a DSL (senior leader) and deputy DSL(s), with safeguarding in job descriptions.
 - Has effective child protection and safer recruitment policies in place.
 - Provides clear systems for identifying mental health issues, early help (including universal services, community support, and targeted Family Help), escalation and referrals.
 - Reviews safeguarding, behaviour, anti-bullying, discrimination and whistleblowing policies .
 - Ensure safeguarding arrangements reflect LA procedures and statutory guidance (*Working Together*).
- Governors undertake safeguarding training every two years.
- Ensure at least one person on any recruitment panel has safer recruitment training.
- Ensure all staff receive:
 - Induction, safeguarding and child protection training (at least annually).
 - Updates through bulletins, emails, and meetings.
 - Online safety training including filtering and monitoring responsibilities.
- Ensure staff are trained to support pupils with additional needs (e.g. LGBTQ+ pupils, mental health, LAC).
- Conduct statutory pre-employment checks on all staff, contractors, and supply staff.
- Ensure volunteer checks comply with the Crime and Policing Act 2026, requiring an Enhanced DBS with Barred List check for any volunteer engaged in regulated activity, regardless of supervision arrangements.
- Maintain safer recruitment policies in line with *KCS/E* Part 3 and update the Single Central Record (SCR) continuously
- Ensure procedures are in place for:
 - Handling allegations against staff/volunteers.
 - Making referrals to DBS/TRA where required.

- Responding to child on child abuse, sexual harassment, and allegations involving pupils, addressing underlying drivers such as misogyny and misandry.
- Ensure safeguarding is taught through the curriculum, including online safety, PSHE, and whole-school 'what to do' guidance.
- Ensure appropriate disciplinary procedures, behaviour policies, and anti-discrimination measures.
- Ensure procedures for tracking children missing from education, persistent absence, and early risk indicators (such as repeated classroom removals or part-time timetables).
- Ensure pupil voice is taken into account when taking safeguarding action.
- Ensure systems are provided for pupils to express views and feedback.
- Appoint a designated teacher for LAC (with training) and Previously Looked After Children (PLAC) with appropriate training.
- Ensure the designated teacher works with the VSH to use pupil premium effectively.
- Ensure staff understand LAC legal status, contact and care arrangements.
- Ensure staff have skills to keep LAC safe.
- Conduct and formally document a review of filtering and monitoring systems at least once every academic year alongside the DSL/IT Lead (Charlotte Hughes).
- Ensure staff and leaders know how to manage, log, and escalate online concerns, technical bypasses, or filter alerts.
- Oversee cyber security risks and sensitive data breaches, ensuring rapid escalation under data protection laws.
- Ensure the school holds more than one emergency contact number per pupil wherever possible.
- Guarantee effective inter-agency working and multi-agency data sharing in line with statutory guidance.
- Introduce mechanisms to support staff in understanding and discharging their safeguarding roles effectively.

Our School Processes

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

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

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

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

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

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

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

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

Records should include:

- **A clear and comprehensive summary of the concern;**
- **Details of how the concern was followed up and resolved;**
- **A note of any action taken, decisions reached and the outcome.**
- **Outcomes can be added as they happen i.e. when external support takes place**

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

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

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

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

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

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

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

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

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

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

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

Teaching Safeguarding

We ensure that children are taught how to keep themselves and others safe, both offline and online. This education is also proactively tailored to any specific needs and vulnerabilities of individual children, including those with Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), and children who have previously experienced trauma or abuse.

Safeguarding, including online safety, is never a "one-size-fits-all" approach. In our school, relevant safeguarding topics, including healthy relationships, boundaries, consent, and personal safety, are embedded across the curriculum, primarily through our Life Skills lessons curriculum, as well as cross-curricular opportunities, for example Computing. As a school, we strictly adhere to statutory DfE guidance. We play a crucial role in preventative education, ensuring lessons are flexibly adapted and planned dynamically in response to emerging trends, local risks, or specific concerns within the school community or cohorts.

Preventative education explicitly addresses the drivers of child on child abuse and sexual harassment, including misogynistic and misandrist attitudes, derogatory language, and harmful online influencers. In addition to classroom teaching, we maintain prominent whole-school 'What to Do If...' posters displaying photographs and contact details for the DSL and DDSs, and these are routinely revisited with pupils throughout the academic year.

Online safety is a fundamental element of our safeguarding curriculum. It is essential that children are empowered to navigate the digital world safely and equipped to handle potentially harmful, violent, or inappropriate online content. E-safety is taught through our Computing and Life Skills curriculum, supported by our E-Safety Policy and AI Policy, to protect and educate pupils on digital citizenship, privacy, and online risk. Pupils are taught age-appropriate strategies to identify and respond to modern digital risks, including cyberbullying, online grooming, image-sharing risks, and AI-generated nudes or semi-nudes, deepfakes, and digitally altered intimate imagery. Children are also educated on how to report online concerns, block unwanted contacts, and inform staff if they encounter filtered or harmful content on school or personal devices.

Suppliers

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

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

Inter-Agency Working

The school contributes to inter-agency working as part of its statutory duty under *Keeping Children Safe in Education*. The school is aware of and actively follows local safeguarding arrangements, including cross-boundary protocols with neighboring local authorities and police forces where applicable.

The school works collaboratively with the Multi-Agency Safeguarding Hub (MASH), police, health services, Youth Justice Services, and other partners through the early help process and multi-agency plans.

In line with national learning from Prevent reviews and serious incident inquiries, the school maintains robust inter-agency practices by ensuring that:

- **Proactive Information Sharing:** Staff recognize that GDPR and the Data Protection Act 2018 allow for personal data to be shared for safeguarding purposes. Fear of sharing information or uncertainty around data protection laws will never stand in the way of protecting a child or the public.
- **Fixation & Violent Intent:** Early help or Prevent referrals will be made for pupils demonstrating a fixation on extreme violence, weapons, or harm to others, even where no specific ideological motivation is immediately apparent.
- **Neurodiversity & behavioural Risk:** A pupil's neurodiversity, learning needs, or SEND status will never be used to excuse, dismiss, or mask behaviours that present

a physical risk to themselves or others (e.g., weapon possession or threats of serious violence).

- **Risk Ownership & Escalation:** Where multi-agency support or statutory referrals are declined or closed by external partners, the school will not assume the risk has ceased. The Designated Safeguarding Lead (DSL) will maintain internal risk monitoring and utilize formal escalation procedures if concerns remain.

If staff members are in doubt about sharing information or raising a multi-agency referral, they must immediately consult the DSL or a Deputy DSL. Staff members and SLT can complete a [referral form](#) if they have concerns regarding a child.

MASH

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

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

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

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

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

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

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

Early Help and Statutory Social Care Assessments

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

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

- Are frequently missing/going missing from education, care or from home.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools or alternative provision.
- Has a parent or carer in custody or is affected by parental offending.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

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

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

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

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

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

Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).

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

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

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

Children in need

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

Children suffering or likely to suffer significant harm:

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

Confidentiality

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

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

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

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

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

External agencies will be invited to these discussions where necessary.

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

Abuse, Neglect and Exploitation

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

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

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

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

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

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

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

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

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including AI-generated nudes/semi-nudes, deepfakes, and digitally altered intimate imagery), watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) which may be driven by harmful online content or misogynistic/misandrist attitudes, and all staff should be aware of it and of their school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate

care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education, repeated classroom removals, part-time timetables, and consensual and non-consensual sharing of nude and semi-nude images and/or videos (including AI-generated content, deepfakes, and digitally altered intimate imagery) can be signs that children are at risk.

Other safeguarding issues all staff should be aware of include:

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

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

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different from that of boys. The indicators may not be the same; however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE, including definitions and indicators, is included in Annex B of KCSIE 2026.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images (including AI-generated imagery), forcing children to look at sexual images or watch sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet.

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

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example, believing they are in a genuine romantic relationship. Further information about CSE, including definitions and indicators, is included in Annex B of KCSIE 2026.

Female Genital Mutilation (FGM)

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. FGM is considered a form of abuse in the UK and is **illegal**. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Whilst all staff should speak to the designated safeguarding lead (or deputy) regarding any concerns about FGM, there is a specific statutory legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 (either through visual evidence or direct disclosure), **the teacher must report this personally to the police** (usually via 101) as soon as possible, and by the end of the next business day at the latest. Unless the teacher has a compelling reason not to, they should also immediately inform the DSL and involve MASH as appropriate.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

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

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

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

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will also be vigilant to signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

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

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

Teachers will not examine pupils, and visual evidence is rare, but all suspected disclosures or signs must be reported in line with statutory duties.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes committed to defend the perceived honour of the family and/or community, alongside forced marriage and breast ironing. All forms of HBA are forms of child abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA or has already suffered from HBA, and will consult immediately with the DSL who will activate local safeguarding procedures.

Child on child Abuse (child on child)

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence; such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, driven by harmful attitudes such as misogyny or misandry;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos, including AI-generated nudes/semi-nudes, deepfakes, and digitally altered intimate imagery (also known as youth-produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

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

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

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

Online Safety

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

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

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

- **Content:** is anything posted online - it might be words or it could be images and video. Children and young people may see [illegal, inappropriate or harmful content](#) when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** is about the risk of harm young people may face when interacting with other users online. This includes things like child on child pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of [grooming](#) or exploiting a child or young person for sexual, criminal, financial or other purposes.
- **Conduct:** means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, [online bullying](#). Conduct also

includes things like [sharing or receiving nudes and semi-nude images](#) and viewing or sending pornography.

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

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

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

We regularly communicate with parents about online safety and aim to deliver online safety workshops with parents every two years. We communicate through the school newsletter, social media channels, and formal letters. Our communication with parents reinforces the importance of children being safe online. We also share details regarding our filtering and monitoring systems as well as educational platforms used by the school (e.g. Google Classroom).

The use of mobile devices by staff and pupils is strictly monitored and managed in accordance with school policies, the staff handbook, and visitor guidance.

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

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

AI

Generative AI refers to technology that can create new content (text, images, audio, or video) based on large volumes of data models have been trained on. Tools such as ChatGPT, Microsoft Copilot, and Google Gemini are generative AI tools built on large language models (LLMs).

The school recognises that AI has many positive educational uses, including enhancing teaching and learning and assisting with safeguarding workflows. However, AI also presents significant safeguarding risks. It has the potential to facilitate abuse (e.g., through automated bullying or grooming), create false allegations against staff or pupils through the generation of 'deepfakes' or AI-generated nudes/semi-nudes, and expose children to inappropriate or harmful content.

We will respond to any misuse of AI in line with this Child Protection and Safeguarding Policy, alongside our Anti-Bullying, E-Safety, Behaviour, and AI Policies. Safety is our main priority when evaluating or deploying generative AI in our setting. Any use of generative AI will adhere strictly to our AI Policy governing staff and pupil usage.

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

To support this, we will provide clear and accessible guidance on online safety through direct communications, dedicated briefings, and parent workshops. We will also ensure that parents and carers are familiar with the procedures for raising digital safety concerns.

Filtering and Monitoring

The school maintains appropriate filtering and monitoring systems to safeguard children from potentially harmful and inappropriate material online when accessing the school's IT network. Filtering and monitoring services are delivered in partnership with CYC via the Smoothwall system, with high-risk or urgent alerts escalated directly and instantly to the Headteacher/DSL.

The school actively manages these systems to ensure filtering does not cause "over-blocking", which could create unreasonable restrictions on age-appropriate online learning and statutory RSE/PSHE delivery.

We regularly review the effectiveness of our filtering and monitoring infrastructure in coordination with CYC. The leadership team and relevant staff receive appropriate training so they understand the systems in place, recognise system alerts, and know how to escalate technical bypasses or safeguarding concerns promptly.

The DSL, Senior Leadership Team, and Nominated Governor conduct and formally document a comprehensive review of filtering and monitoring systems at least once per academic year to verify that controls remain robust and fit for purpose.

Mobile Phone and Camera Safety

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

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

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

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

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

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

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

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

Pupils Mobile Phones

Only Year 5 (summer term) and Year 6 pupils are permitted to bring a mobile phone to school, strictly when they are walking to or from school independently. There may be exceptional occasions where a child brings a mobile phone outside of these circumstances; however, this must be agreed in advance with the class teacher and Headteacher, and the phone must be handed directly to the class teacher- turned off- until the end of the school day. We are a smartphone-free school and strongly encourage parents and carers to avoid purchasing smartphones for primary-aged children. Parents must provide written consent for a child to walk to and from school independently.

Mobile phones must be stored securely by the class teacher immediately upon arrival in the morning and returned only at the end of the school day. Children are strictly prohibited from accessing their phones during the school day, including break times and lunchtimes. Additionally, smartwatches or wearable electronic devices with cellular, Wi-Fi, image-capturing, or messaging capabilities must not be worn or brought into school by pupils.

The school acknowledges the significant safeguarding and behavioural challenges posed by children's unrestricted access to the internet via mobile device networks (e.g., 3G, 4G, and 5G), which bypass school filtering systems and enable access to, sharing of, or exposure to harmful content without detection. This includes the consensual or non-consensual sharing of nude or semi-nude imagery (including AI-generated content, deepfakes, and digitally altered intimate images), peer sexual harassment via smart technology, cyberbullying, and the viewing or distribution of pornography or extreme content. In response, the school is committed to enforcing a mobile-free environment during the school day and working in close partnership with parents and carers to mitigate these risks.

This includes providing guidance on managing mobile device use and online access at home through regular newsletters, digital safety updates, signposting to specialist support services, and offering parent webinars and workshops on digital safeguarding. By fostering open communication and shared responsibility between home and school, we aim to empower families to promote safe, healthy, and age-appropriate digital habits.

Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only trained medical professionals should diagnose a mental health problem.

Governing bodies and school leaders must ensure they have clear systems and processes in place for identifying possible mental health concerns, including clear escalation pathways, early help support, and robust internal accountability systems.

The two trained Senior Mental Health Leads in school are **Christie Clarke** and **Rebecca Guest**.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. Education staff, however, are exceptionally well-placed to observe children day-to-day and identify subtle changes in behaviour, attendance, emotional regulation, or

academic engagement that suggest a pupil may be experiencing a mental health concern or be at risk of developing one.

Where children have suffered abuse, neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), this can have a profound and lasting impact throughout childhood, adolescence, and into adulthood. It is vital that staff adopt a trauma-informed approach and understand how these adverse experiences can manifest in a child's mental health, emotional wellbeing, behaviour, and educational progress.

If staff have a mental health concern about a child that also involves or indicates a safeguarding risk, immediate action must be taken in accordance with our Child Protection and Safeguarding Policy by speaking directly to the DSL or DDSLs. Staff should also refer to the school's internal guidance on supporting pupils with mental health and wellbeing, and signpost families to our parental guidance document for supporting children's wellbeing and mental health.

Upskirting and Digital Intimate Imagery

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

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting, as well as the creation, sharing, or distribution of non-consensual sexual or intimate images (including AI-generated nudes/semi-nudes, deepfakes, and digitally altered intimate imagery), will not be tolerated by the school.

Any incidents of upskirting or digital image abuse will be reported immediately to the Designated Safeguarding Lead (DSL), who will then decide on the next steps to take, which may include police involvement, risk assessment, and child protection procedures.

Forced marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. It is an offence under UK law to carry out or facilitate a forced marriage, and it is illegal to arrange a marriage for any child under the age of 18 in England and Wales under any circumstances.

As part of Honour-Based Abuse (HBA), staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed, and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or eating disorders

- Displaying a sudden decline in their educational performance, aspirations, or motivation
- Regularly being absent from school or persistent absence
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early
- Mention of extended overseas holidays, family gatherings, or weddings abroad

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

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and school leaders ensure that staff have the skills, knowledge, and understanding to keep looked after children (LAC) and previously looked after children (PLAC) safe.

In particular, appropriate staff are provided with the information they need regarding a child's looked after legal status (whether they are looked after under voluntary arrangements with parental consent, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after them. The DSL holds details of the child's social worker and the name of the Virtual School Head (VSH) in the local authority that looks after the child.

A previously looked after child (including those who have left care through adoption, Special Guardianship Orders, or Child Arrangements Orders) potentially remains vulnerable, and all staff should have the skills, knowledge, and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is vital that all agencies work together and prompt action is taken when necessary to safeguard these children.

Our Designated Teacher for LAC/PLAC is the DSL, who collaborates directly with the Virtual School Head and relevant social care teams to promote the educational achievement and welfare of looked after children.

Homelessness

The DSL and Deputy DSL(s) maintain up-to-date contact details and referral pathways into the Local Housing Authority so that concerns over housing instability or homelessness can be raised as early as possible.

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

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

- Sudden changes in pupil attendance or emotional wellbeing

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

County Lines

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

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

The DSL will consider referral to the National Referral Mechanism (NRM) on a case-by-case basis and involve local multi-agency services and specialist providers who offer support to victims of exploitation.

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

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, expensive clothes, accessories, or mobile phones
- Excessive receipt of texts or phone calls, or possession of multiple mobile phones
- Relationships with controlling or older individuals or groups
- Leaving home or school premises without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons or knives
- Sudden decline in school results, engagement, or attendance
- Becoming isolated from peers, family, or social networks
- Self-harm or significant changes in mental state or emotional regulation
- Parental reports of concern

Pupils with a family member in prison

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

Staff recognise that having a parent or family member incarcerated can be a significant Adverse Childhood Experience (ACE) that impacts a child's emotional wellbeing, attendance, and educational engagement. Where appropriate, pupils will be provided with age-appropriate information and guidance produced by specialist charities such as [Pact \(Prisoners Abroad and Families Helpline\)](#) or [NICCO \(National Information Centre on Children of Offenders\)](#). Children will be given a safe, confidential space and the opportunity to discuss questions, express concerns, and access tailored pastoral interventions.

Pupils required to give evidence in court

Pupils required to give evidence in court- whether as a victim of a crime or as a witness- will be offered structured, sensitive pastoral support throughout the process.

The school understands that giving evidence can be a daunting and potentially traumatic experience for a child. Pupils will be provided with age-appropriate HMCTS young witness guidance booklets (such as '[Going to Court](#)') where helpful, and given opportunities to ask questions and process their feelings with a designated member of staff.

Where applicable, the school will collaborate closely with external support services, including:

- The Witness Care Unit and local police victim support teams.
- Registered Intermediaries (RIs) appointed to assist the child with communication during legal proceedings.
- Specialist child witness support services (e.g., [Young Witness Service](#) / [NSPCC](#)).

The DSL will ensure appropriate risk assessments and wellbeing plans are in place to support the child before, during, and after any court appearance.

Children who are LGBT or Gender Questioning

The fact that a child may be LGBT or gender questioning is not, in itself, a risk factor for harm. However, children who identify as LGBT, or those who are gender questioning, may be targeted by peers for bullying, discrimination, or harassment.

The school ensures that all pupils are protected from prejudice-based bullying in line with our Anti-Bullying Policy. All children are regularly reminded of the trusted adults in school whom they can speak to if they experience distress, isolation, or peer pressure. Staff should handle sensitive disclosures with care, confidentiality, and respect, ensuring that any safeguarding risks or peer abuse are promptly reported to the DSL.

Private Fostering

Private fostering occurs when a child under the age of 16 (or under 18 if disabled) is cared for, and provided with accommodation for 28 days or more, by someone who is not a close relative (e.g., not a parent, step-parent, grandparent, sibling, aunt, or uncle).

Where the school becomes aware of a pupil being privately fostered, or where an arrangement is proposed, we have a statutory duty to notify the Local Authority (LA) as soon as possible. This allows the LA to conduct mandatory safeguarding checks and support the child and carer.

Children Missing Education (CME) and Persistent Absence

A child going missing from school or experiencing severe absence is a potential indicator of abuse, neglect, county lines, forced marriage, or criminal/sexual exploitation.

In line with statutory guidance ([Working Together to Improve School Attendance](#) and [Children Missing Education](#)):

- The school monitors pupil attendance daily to identify unexplainable or persistent absences early.
- The school will inform the Local Authority of any pupil who fails to attend regularly or who has been absent without the school's permission for a continuous period of 10 school days or more (or sooner if safeguarding concerns exist).

- Staff will closely monitor pupils who go missing from school- particularly on repeat occasions- and report all concerns to the DSL in accordance with our Children Missing Education Policy.
- In line with the EYFS Framework, the school actively monitors and follows up on absences where an EYFS child is absent for a prolonged period or shows a concerning pattern of absence. Unexplained absences are investigated immediately using emergency contacts and professional judgment to assess risk.
- In accordance with our Attendance Policy, we notify the Local Authority of any pupils missing education, including those reaching statutory absence notification thresholds (such as 15 cumulative days of unauthorised absence).

Elective Home Education

Many home-educated children have an overwhelmingly positive learning experience. We recognise that parents have a legal right to educate their children at home and expect such decisions to be made in the child's best educational interests. However, in some cases, elective home education can make a child less visible to services designed to keep them safe and supported.

Under the Education (Pupil Registration) (England) Regulations, schools must inform the Local Authority immediately of all deletions from the admission register when a child is taken off roll to be home educated.

Where a parent or carer expresses an intention to remove a child from school for Elective Home Education:

- The school will notify the LA immediately.
- We will seek to coordinate a multi-agency discussion with CYC, the school, parents/carers, and relevant key professionals- ideally before a final decision is made- to ensure the parents have fully considered the child's best interests and educational needs.
- If staff or the DSL have reasonable cause to concern that Elective Home Education is being used to conceal abuse, neglect, or forced marriage, or is not in the best interests of the child, a immediate referral will be made to the MASH team and Local Authority safeguarding services.

Serious Violence

All staff should be aware of the indicators which may signal children are at risk from, or are involved with, serious violent crime. These indicators may include:

- Increased absence, truancy, or permanent exclusion from school
- A sudden change in friendships or new relationships with older individuals or groups
- A significant decline in academic performance or educational engagement
- Signs of self-harm, emotional distress, or a significant change in overall wellbeing
- Signs of physical assault or unexplained injuries
- Unexplained gifts, money, or new possessions (which could indicate approach or exploitation by criminal networks or gangs)

All staff should be aware of the range of risk factors that increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment or adverse childhood experiences (ACEs), and having a history of involvement in offending (e.g. theft or robbery).

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

Preventing Radicalisation

(Refer also to the school's Extremism and Anti-Radicalisation Policy)

In line with the Counter-Terrorism and Security Act (2015), due regard will be paid to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The school aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views in a safe, supportive environment.

The school adopts the UK Government definitions for compliance with the Prevent duty:

- **Extremism:** "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."
- **Radicalisation:** "The process by which a person comes to support terrorism and forms of extremism leading to terrorism."
- **Fundamental British Values:** A set of core values embedded across the curriculum- democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

There is no single way of identifying an individual who is susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to subtle changes in children's behaviour which could indicate that they need help or protection. Outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

In line with statutory Channel Duty Guidance, staff should be aware of factors that may increase susceptibility to radicalisation, including:

- Peer or family pressure
- Online exposure to extremist ideologies or misinformation via social media, gaming platforms, or AI tools
- Experience of bullying, hate crime, or discrimination
- Being a victim or perpetrator of crime, or involvement in anti-social behaviour
- Family tensions, lack of self-esteem, or identity struggles
- Personal, political, or social grievances

Example indicators of engagement with an extremist group, cause, or ideology include:

- Spending increasing time with individuals or online groups known for holding extremist views
- Changing personal appearance or dress style to align strictly with an extremist group
- Day-to-day behaviour becoming increasingly focused on an extremist ideology or cause
- Sudden loss of interest in established friendships, hobbies, or extra-curricular activities
- Possessing material, symbols, or imagery associated with an extremist cause (e.g. far-right, radical Islamist, or extreme misogynist/Incel ideology)
- Attempting to recruit others or expressing strong identification with extremist views

Example indicators of intent to cause harm or use violence include:

- Clearly identifying another group as a threat and blaming them for social or political issues
- Using insulting, dehumanising, or derogatory language towards specific groups
- Expressing attitudes that justify illegal acts, harm, or violence on behalf of an ideology
- Plotting, conspiring, or condoning harm towards others

Protecting children from radicalisation is an integral part of the school's wider safeguarding duties. The DSL will undertake accredited Prevent Lead awareness training to advise staff, and all staff will complete refreshed Prevent training at least every two years.

Any staff member with concerns regarding radicalisation must report them immediately to the DSL.

If a situation presents an immediate threat of harm, staff will dial 999. In all other cases, the DSL will assess the concern and, where appropriate, make a formal referral to the local multi-agency Channel programme or contact the Department for Education's dedicated Prevent helpline (020 7340 7264) and local police Prevent teams (via 101). Further support can also be found on '[The Educate Against Hate](#)' Website.

Attendance and Safeguarding

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual exploitation (CSE), and child criminal exploitation (CCE) – particularly county lines.

It is essential that the school's response to persistently absent pupils and children missing education (CME) identifies emerging abuse early and prevents children from becoming lost to the education system. This includes identifying problems when they first emerge, as well as where children are already known to local authority children's social care and have an allocated social worker (such as children in need, those on a child protection plan, or looked after children), where absence from education significantly elevates known safeguarding risks within the family or community.

- We routinely monitor attendance data and analyse patterns of absence to identify safeguarding concerns or emerging risks.
- Where concerns are identified, we engage proactively with families, invite parents/carers into school to discuss attendance barriers, and implement targeted attendance and pastoral support plans.
- In line with statutory attendance duties (*Working Together to Improve School Attendance*), joint working with the Local Authority, social workers, and multi-agency partners will be initiated promptly for children with social care involvement or severe absence.

Sexual Harassment

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

Sexual harassment includes:

- Verbal: Sexual comments, sexual “jokes”, taunting, or intrusive sexual questions.
- Physical: Physical behaviour, such as deliberately brushing against another pupil, unwanted touching, or invading personal space.
- Online Sexual Harassment: Non-consensual sharing of intimate images/videos (including AI-generated nudes, deepfakes, and digitally altered imagery), consensual sharing of youth-produced sexual imagery (sexting), inappropriate comments on social media/gaming platforms, online coercion, threats, and exploitation. Online sexual harassment may be an isolated incident or part of a wider pattern of abuse.

Sexual Violence and Harmful Sexual Behaviour

Sexual violence refers to serious criminal offences defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) intentionally penetrates the vagina, anus, or mouth of another person (B) with their penis without B’s consent, and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) intentionally penetrates the vagina or anus of another person (B) with a body part or object, the penetration is sexual, B does not consent, and A does not reasonably believe B consents.
- **Sexual Assault:** A person (A) intentionally touches another person (B), the touching is sexual, B does not consent, and A does not reasonably believe B consents.

The term Harmful Sexual Behaviour (HSB) is used to describe sexualised behaviours expressed by children that are age-inappropriate, abusive, or violent, and cause physical or developmental harm. Harmful sexual behaviour may include:

- Using sexually explicit words, phrases, or gestures inappropriate for the child’s developmental age.
- Inappropriate sexual touching or physical intrusion.
- Sexual violence, coercion, or physical/online threats.
- Attempted or full penetrative sexual acts with other children or adults.
- Inappropriate sexual interest in adults or children of significantly different ages.
- Forceful, aggressive, or compulsive sexual behaviours affecting educational progress and wellbeing.

Sexual behaviour is also classified as harmful where there is a significant age or developmental gap between children (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) or where power imbalances exist (e.g., involving pupils with SEND).

Curriculum and Prevention

To prevent child on child abuse and challenge wider societal influences, the school proactively educates pupils through a broad and balanced curriculum, including statutory RSE, PSHE, and assemblies. Content is age- and stage-appropriate and covers:

- Healthy, consensual, and respectful relationships.
- Respectful behaviour and challenging harmful stereotypes (including misogyny and misandry).
- Body confidence, personal boundaries, and self-esteem.
- Prejudiced behaviour and anti-discrimination.
- Recognising that sexual violence and sexual harassment are always wrong and will never be tolerated.
- Actively dismantling cultures of sexual harassment, banter, and peer pressure.

Pupils are provided with open, safe forums to talk about concerns and digital risks. They are explicitly taught how to report concerns -including concerns about friends or peers- and how reports will be handled sensitively.

Equality, Inclusion, and Vulnerable Groups

- Zero Tolerance to "Banter": All staff understand that pupils of any age and sex are capable of abusing peers. Abuse will never be dismissed as "banter", "just having a laugh", or "part of growing up".
- Manifestations of Abuse: Staff recognise that child on child abuse manifests in varied ways, including online harassment, non-consensual image sharing, sexual touching, and initiation/hazing rituals designed to cause physical or psychological harm.
- Heightened Vulnerability of Pupils with SEND: Children with Special Educational Needs and Disabilities (SEND) are statistically three times more likely to be abused than their peers. Staff will never assume that indicators of distress or behavioural changes relate solely to a pupil's SEND and will investigate all potential safeguarding triggers thoroughly.
- LGBTQ+ and Gender Questioning Pupils: LGBTQ+ pupils, or those perceived to be LGBTQ+, can be targeted for peer abuse and prejudice. The school's response to same-sex sexual violence and harassment (boy-on-boy or girl-on-girl) will be equally as robust as for incidents between pupils of the opposite sex. The class teacher will ensure that they know they can talk to them freely at any point. If children need to they can also have ELSA sessions to support them or speak to the Headteacher.

Responding to Disclosures and Managing Reports

Immediate Safety and Police / MASH Involvement

- **Immediate Risk:** If a child has been harmed, is in immediate danger, or is at risk of harm, an immediate referral will be made to Children's Social Care (MASH).
- **Criminal Acts:** Rape, assault by penetration, and sexual assault are serious crimes. Where a report involves such acts, the police will be notified immediately (typically in parallel with a MASH referral).
- **Under-10s:** While the age of criminal responsibility is 10 years old, reports involving children under 10 will still be referred to the police, who will adopt a multi-agency welfare approach rather than a criminal justice framework.

Digital and Online Incident Management

- Online incidents can extend rapidly beyond the school community, creating risks of marginalisation, online retaliation, and repeat victimisation if material remains live.
- Where illegal sexual images/videos of children are held online, the school will liaise with the [Internet Watch Foundation \(IWF\)](#) and police to secure removal.
- Staff must never view, download, copy, screenshot, or forward illegal images/videos of a child. Any staff member alerted to such content must notify the DSL immediately.

Victim Support and Confidentiality

- Victims of sexual harassment or abuse will always be taken seriously, reassured, supported, and protected. They will never be made to feel ashamed or responsible for causing a problem.
- Staff will act on all disclosures, overheard conversations, or third-party reports immediately- never assuming someone else will handle it.

- The school cannot promise absolute confidentiality if a child discloses harm. Information will be shared lawfully and proportionately with safeguarding leads, social care, and the police to protect the child and others.
- The DSL will weigh the victim's wishes against the statutory duty to protect children. If a multi-agency referral is made against the victim's wishes, it will be handled with extreme care, the reasons explained to the child, and specialist pastoral support provided.
- Statutory legal anonymity applies to reports progressing through the criminal justice system; the school will enforce strict information-sharing controls to protect the identity of all children involved.

Risk Assessment and Action Following a Disclosure

The DSL or Deputy DSL will conduct an immediate risk and needs assessment upon receiving a report of sexual violence, and consider risk assessments on a case-by-case basis for sexual harassment.

Risk assessments will consider:

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

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

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

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

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

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

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

Response Pathways

The DSL will evaluate the context, ages, developmental stages, power imbalances, and severity to determine the initial response.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bail Conditions

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

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

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

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

Support from the School

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online). Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that

an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

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

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

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

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

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

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

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

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

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

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

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file. The school will work with professionals as required to understand why the abuse took place and

provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

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

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

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

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

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

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

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

Working with parents and carers

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

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

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

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

Safeguarding other children

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

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

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

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

Pupils with SEND or at Alternative Provision

SEND

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

Staff will be aware of the following:

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

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

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

Alternative Provision

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

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

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

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

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

Concerns about a Staff Member

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

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

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

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

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

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

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

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

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

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

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

Low Level Concerns

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

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

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

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

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).
- Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone, contrary to school policy
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - humiliating pupils.

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

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

Concerns about a Schools Safeguarding Practices

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

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

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

General guidance on whistleblowing can be found via:

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

Admin and Admissions

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

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

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

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

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

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

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

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

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

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

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

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

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

Pupils moving Schools

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

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

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

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

Training

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

The induction training will cover:

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

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

Training will cover, at a minimum:

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

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

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

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

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

Reasonable Force and Restrictive Interventions

(Refer also to the school's Behaviour Policy section: 'Restrictive Interventions and the Use of Reasonable Force')

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children, prevent injury, or maintain a safe learning environment. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

The school follows statutory guidance and the Department for Education guidance, ['Restrictive interventions, including use of reasonable force, in schools.'](#)

Understanding 'Reasonable Force'

- **'Reasonable'** means using no more force than is strictly necessary to prevent harm, damage, or serious disruption, and ensuring the force used is proportionate to the risk.
- **Passive physical contact:** Actions such as standing between pupils, blocking a pupil's path, or guiding a child to safety by the arm.
- **Active physical contact (Restrictive Interventions):** More direct physical intervention, such as leading a pupil out of a classroom, breaking up a violent altercation, or restraining a child to prevent immediate injury or damage to property.

The school does **not** operate a 'no contact' policy. Adoption of a 'no contact' rule can leave staff unable to fully support, guide, or protect pupils in critical situations. The decision on whether or not to use reasonable force is a matter of professional judgment made by the staff concerned within the legal framework and based on the individual circumstances and immediate risk.

Vulnerable Groups, Equality Duties, and SEND

When considering or applying reasonable force, staff must recognise the heightened vulnerability of pupils with Special Educational Needs and Disabilities (SEND), physical or mental health conditions, or trauma histories. In accordance with our duties under the **Equality Act 2010** and the **Public Sector Equality Duty**, the school makes reasonable adjustments for pupils with SEND to ensure they are not disadvantaged by our behaviour management practices.

Positive Behaviour Support and De-escalation

The use of physical intervention or reasonable force is always a **last resort**. Wherever possible, staff will use positive behaviour support, verbal de-escalation techniques, and environmental adjustments to manage challenging behaviour before physical contact is considered.

For pupils with known behavioural, emotional, or sensory needs, individual Pupil Profiles or Risk Assessments are created in collaboration with parents/carers and relevant specialists. These plans outline proactive de-escalation strategies and, where necessary, pre-agreed positive handling protocols to minimise the need for emergency physical intervention.

Post-Incident Care, Reporting, and Recording

Following any incident where restrictive intervention or reasonable force has been used:

1. **Immediate Care:** The physical and emotional wellbeing of the pupil and staff member involved will be checked immediately, with medical assistance sought if required.
2. **Recording:** A detailed, written record of the incident will be completed by staff involved before the end of the school day on CPOMS.
3. **Parental Notification:** Parents/carers will be informed of the incident on the same day, or as soon as reasonably practicable.
4. **Debrief and Review:** The DSL and Senior Leadership Team (SLT) will review the incident to evaluate the triggers, assess the effectiveness of the response, update risk assessments/behaviour plans, and consider any safeguarding implications.

Policy Monitoring

This policy is reviewed annually by the DSL/headteacher.

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

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

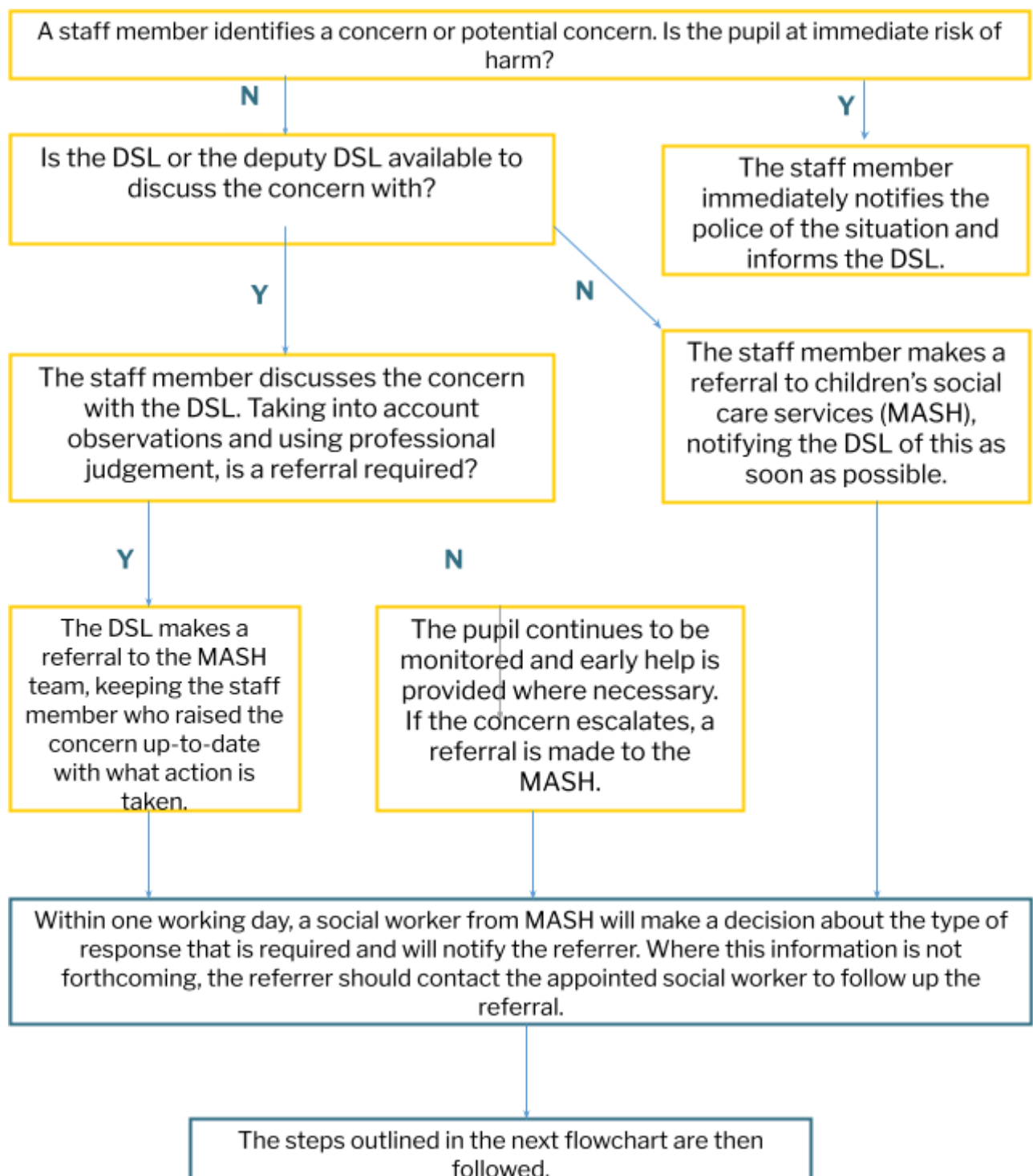
The next scheduled review date for this policy is **September 2027**.

Appendix 1 - Safeguarding Reporting Process

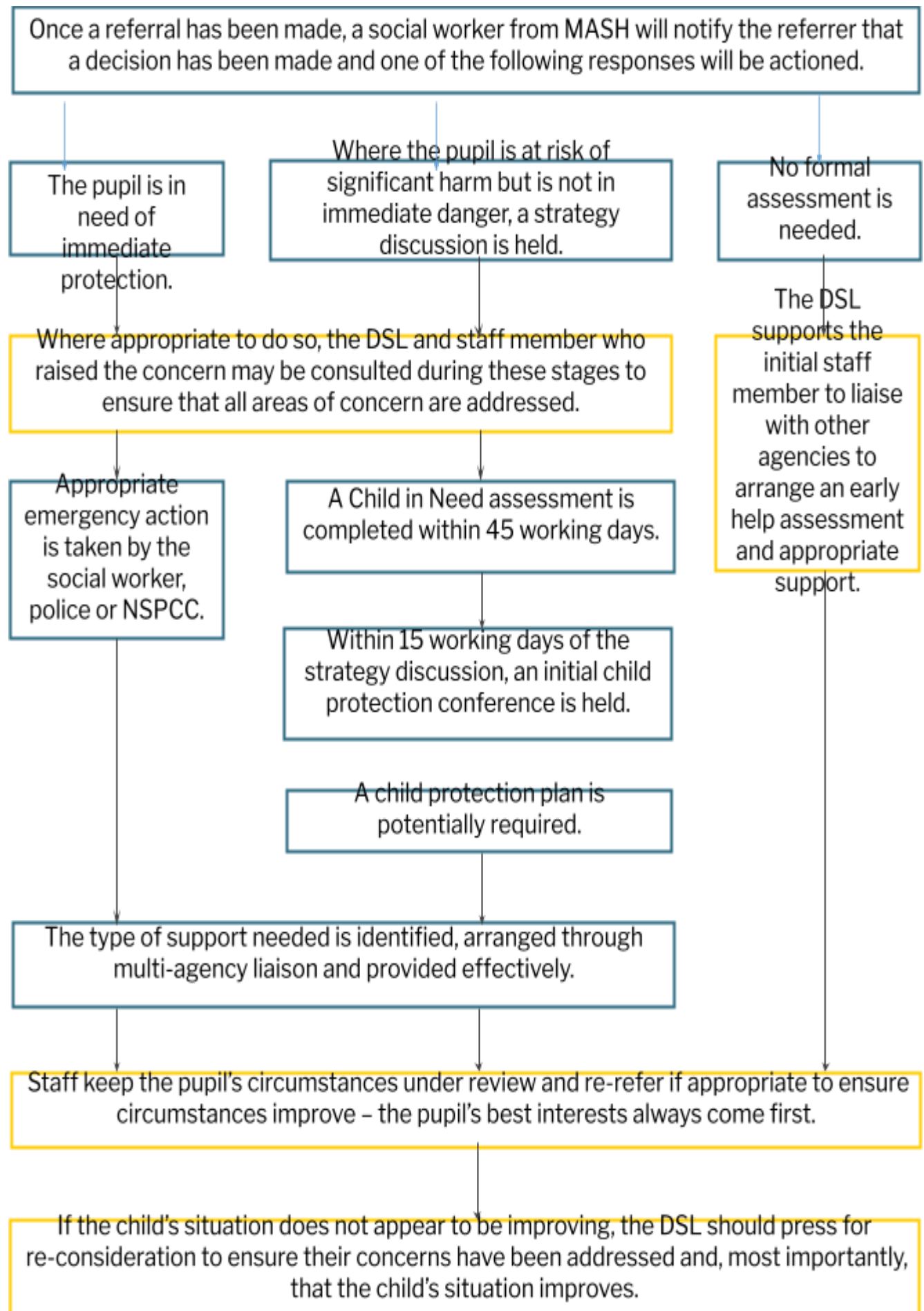
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

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

Before a referral is made



After a referral is made



Appendix 2 - Multi Agency Safeguarding Hub - Referral Form

Multi Agency Safeguarding Hub - Referral Form

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

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

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

Parents/Carers and other significant individuals

Forename	Surname	Date of Birth	Gender	Parental Responsibility (please tick if yes)	Addresses (if different from above)	Contact Number	Ethnicity	Religion	Relationship to referred child(ren)
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	
			Choose an item.	Choose an item.			Choose an item.	Choose an item.	

Consent

If a practitioner believes a child is at risk of significant harm, they have a duty to make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence. For all other referrals consent should always be sought from an adult with parental responsibility for the child (or from the child themselves if they are competent) before passing information about them to relevant services.

Relevant to: 0001			
How has consent been obtained?	Choose an item.	If not obtained provide reason:	Date consent obtained:
Have you informed the parent/carer/child about the reason for this referral?	Choose an item.	If yes, what is the parent/carer/child's view of the referral?	
Who has consent been obtained from?	Choose an item.		
	Name of person consent obtained from:		

Reason for referral

Please provide as much concise and evidence-based information as possible to help us in our assessment

Reason for referral *What is the impact on the child(ren)?*

What is going well for the child(ren)?					
What support is currently in place for the child(ren)?					
Family Early Help Assessment (EARLY HELP PLAN) <i>Please provide copies of documents</i>	Choose an item.	Education Health Care Plan (EHCP)	Choose an item.	My Support Plan (MSP)	Choose an item.
What needs to change or would help the child(ren)?					
Are there any concerns of going missing from home?	Choose an item.	Further information can be found at www.saferchildrenyork.org.uk			
Are there any concerns of exploitation?	Choose an item.	If Yes, please complete the exploitation screening tool and attach with referral (available at www.saferchildrenyork.org.uk)			
Are there any concerns of neglect?	Choose an item.	If Yes, please complete the neglect screening tool and attach with referral (available at www.saferchildrenyork.org.uk)			

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

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

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

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

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

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

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

Appendix 3 – External Guidance and Support

Expert organisations

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

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

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

Further information on sexting

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

Support for parents

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

Appendix 4 – Online Safety External Guidance and Support

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

Remote education, virtual lessons and live streaming

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

Support for children

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

Parental support

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

Appendix 5 – CYC Level of Need



Appendix 6 – Key Contacts Continued

Prevent Support, Advice, and Reporting Contacts

Emergency & Counter-Terrorism Policing:

- **Immediate Danger / Crime in Progress:** Call 999
- **Anti-Terrorist Hotline (National Intelligence/Non-Emergency):** Call 0800 789 321
- **North Yorkshire Police Prevent Team:** Call 0800 011 3764 or email prevent@northyorkshire.police.uk
- **Report Terrorist / Extremist Material Online:** gov.uk/report-terrorism

Department for Education (DfE) Counter-Extremism:

- **Dedicated Helpline (Non-Emergency):** 020 7340 7264 (Mon–Fri, 11am–3pm)
- **Email:** counter.extremism@education.gov.uk
- **Online Reporting Form:** [Report Extremism in Education Portal](#)

Local Authority Safeguarding & Prevent Contacts:

- **North Yorkshire Council Safeguarding & Prevent Team:** 0300 131 2 131 / prevent@northyorkshire.gov.uk
- **Local Authority Designated Officer (LADO) (for staff allegations):** 01609 533080

Statutory Guidance & Sector Resources:

- **Revised Prevent Duty Statutory Guidance (England and Wales):** [Prevent duty guidance \(Home Office\)](#)
- **Channel & Prevent Multi-Agency Panel (PMAP) Guidance:** [Channel & PMAP guidance \(Home Office\)](#)
- **DfE Non-Statutory Advice:** [The Prevent Duty: Safeguarding learners vulnerable to radicalisation \(DfE\)](#)
- **Educate Against Hate Platform:** Practical advice and classroom resources for schools: educateagainsthate.com

Ofsted

0300 123 1231

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

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

Whistleblowing

Ofsted Whistleblowing Hotline 0300 123 3155

Email: whistleblowing@ofsted.gov.uk

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

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

Email: help@nspcc.org.uk

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

Email: help@nspcc.org.uk

Website: [Whistleblowing Advice Line | NSPCC](#)

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